

Subject Vision

Geography prepares young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales.

Subject End Points

EP1 Personal appreciation of the complexity of the world around using maps and other sources.

EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.

EP3 Synthesis of knowledge to form viewpoints about various issues and opinions on how they are managed.

EP4 Develop use of fieldwork and geographical skills.

Subject Domains of Knowledge

- D1 Geographical and fieldwork skills
- D2 Natural hazards and climate change
- D3 Managing ecosystems
- D4 Rivers and coasts
- D5 Population and urbanisation
- D6 Development and globalisation
- D7 Sustainability and resources
- D8 Place studies

Subject Key Concepts

- C1 Place
- C2 Space
- C3 Human processes
- C4 Physical processes
- C5 Interdependence
- C6 Sustainable development
- C7 Culture and diversity

Medium Term Curriculum Plan

Year 7: Geography

Units	Unit 1: My Spaces	Unit 2: Mapping our world
Unit overview	Students will learn about the differences between physical and human geography and how they are connected. They will gain a greater understanding of their place in the world at local, national and international scales. This will involve learning about why Eastbourne has developed where it has, a greater understanding of UK geography and an introduction to Europe and migration.	Students will learn and practise the skills geographers need to investigate, interpret and analyse the world they live in; from map skills to interpreting graphs and GIS.
Lesson Sequence	<ol style="list-style-type: none"> 1. What do you know about geography? Students will identify a range of Geographical topics. They will explain why Geography is relevant to everyone. 2. Why do we need geography? Students give specific examples of where geographical knowledge can be applied to improve the world. 3. Why do we live in Eastbourne? Students give specific examples of the factors that lead to a settlement and apply this to Eastbourne. 4. Where should we build a new town? Students Can evaluate the sites and provide a reasoned decision supported by examples from the source materials. 5. What is the UK like? Students name the four nations which make up the UK and identify some of their physical features. 	<ol style="list-style-type: none"> 1. How can we divide up our planet? Will be able to describe a range of ways to categorise features of a global atlas map 2. Why do we need maps? Identify different types of map and why they are needed. 3. How do we locate places on maps? Understand how to use 4 and 6 figure grid references. 4. How far is it? Use and understand scale, distance and direction – measure straight and curved line distances using an OS map 5. How high is it? Use and understand gradient, contour and spot height to show elevation. 6. Revision 7. Assessment 8. Map your island 1 students will apply their map skills to create a map of their dream island.

	<p>6. Where do people live in the UK? Will describe how population is distributed across the UK and explain reasons for this.</p> <p>7. What is Europe like? Will also describe some of the different geographical features of the Europe using keywords.</p> <p>8. Why do people come to the UK? Describe a number of immigration push and pull factors.</p> <p>9. How am I connected to the world? Explain some ways that we are connected to countries in other continents using specific examples.</p>	<p>9. Map your island 2 students will apply their map skills to create a map of their dream island.</p> <p>10. Assessment feedback</p>
Key Domains and Concepts taught in this Unit / Term	<p>D1 Geographical and fieldwork skills</p> <p>D5 Population and urbanisation</p> <p>D8 Place studies</p> <p>C1 Place</p> <p>C2 Space</p> <p>C5 Interdependence</p>	<p>D1 Geographical and fieldwork skills</p> <p>D2 Natural hazards and climate change</p> <p>D8 Place studies</p> <p>C1 Place</p> <p>C2 Space</p>
KS4 End Points	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p> <p>EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.</p> <p>EP3 Synthesis of knowledge in order to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • Examples of what they will study in geography • Why people live in Eastbourne • The factors leading to settlements growing • Physical features of the UK • Human features of the UK 	<ul style="list-style-type: none"> • The location of the continents and major oceans as well as the UK on a world map. • The different types of map and what they are used for • A range of OS map symbols and shading

	<ul style="list-style-type: none"> • Physical and human features of Europe • Factors leading to immigration to the UK • Students' global connections beyond Europe 	
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Can describe some physical and human characteristics of Eastbourne, the UK, Europe. • Can explain interdependence between these characteristics. • Can create and analyse maps and graphs to show this. 	<ul style="list-style-type: none"> • How to use scale to identify distances on a map • How to use spot heights and contours to identify relief and elevation • How to use 4 and 6 figure grid references. • How to apply these skills to create their own island maps
Developing T3 Literacy and Numeracy	<p>human geography, physical geography, accurately, processes, interrelated, place, local, national, international, global, location. Settlement, factors, mean average, village, town, city, South Downs, English Channel, Eastbourne. Features, inhabitants, proposed, landscape, National Park, population density, economy, eroding, economic, social, environmental. Nation, England, Scotland, Wales, Northern Ireland, median, landforms, population, mountain, upland, rivers, climate Migrate, immigrant, emigrate, permanently</p>	<p>Africa, Asia, Europe, Antarctica, North America, South America, Australasia, contour, scale, relief, elevation</p>
Assessment (Summative and Formative)	<ul style="list-style-type: none"> • Plenaries, Q&A, observation summatively assess progress in lesson. • Formative assessment in term 2. 	<ul style="list-style-type: none"> • Plenaries, Q&A, observation summatively assess progress in lesson. • Formative assessment in term 2.
Links to Prior Learning	<ul style="list-style-type: none"> • General knowledge of Eastbourne and the UK 	<ul style="list-style-type: none"> • Continents and world map should be introduced in KS2
Next steps in learning	<ul style="list-style-type: none"> • Y8 Our future in the UK • Y9 Urbanisation and development 	<ul style="list-style-type: none"> • Applying these skills at GCSE and in future KS3 lessons.

**Common
Barriers to
learning in this
unit**

- Lack of cultural capital – exploring the town, region and the UK through outdoor activity/holidays. Overcome using google earth to put places in context.

- Map skills need continued practise to embed.

Units	Unit 3: Natural hazards	Unit 4: Rivers
Unit overview	Students will investigate different types of tectonic and weather hazards and their effects and discover how tectonic and weather hazards are the result of physical processes. They will also learn responses to these events and how management can reduce the impacts they have.	Students investigate how different processes create different river landforms such as waterfalls and oxbow lakes. They will discover the causes, impacts and possible solutions to river flooding and apply their map skills from term 2 to identify river landforms and site flood prevention strategies.
Lesson Sequence	<p>1. Structure of the earth: Students can learn the different layers of the earth and their characteristics. What is a biome?</p> <p>2. Plate tectonics: Students learn the theory of continental drift and how it creates different tectonic plate margins.</p> <p>3. Volcano formation: Students learn how plate movement can create volcanism at plate margins and hotspots.</p> <p>4. Volcano case study: Students learn about the effects and responses of the Icelandic volcano of 2010.</p> <p>5. Benefits of living near hazards: Students learn about the advantages that tectonic hazards can bring to the communities that live near them.</p> <p>6. Causes of earthquakes: Students learn how plate movement can create earthquakes at plate margins.</p> <p>7. Earthquake case study: Students learn about the effects and responses of the Haitian earthquake of 2010.</p> <p>8. Tsunamis: Students learn about the causes, effects and responses of tsunamis.</p> <p>9. Managing hazards: Students learn how prediction, preparation and protection can reduce hazard risk.</p> <p>10. Tectonics revision</p> <p>11. Tectonics assessment</p> <p>12. Tropical storms: Students will learn the distribution, formation and characteristics of tropical storms.</p>	<p>1. Water cycle and drainage basins: Students learn how rivers form as part of the water cycle within drainage basins.</p> <p>2. River landforms from erosion: Students learn how different erosional processes create landforms such as waterfalls.</p> <p>3. River landforms from deposition: Students learn how deposition can create landforms such as oxbow lakes.</p> <p>4. River flooding: Students learn how physical and human factors can increase flood risk.</p> <p>5. Rivers revision</p> <p>6. Rivers assessment</p> <p>7. How are rivers managed: Students learn the hard and soft strategies to reduce flood risk.</p> <p>8. Assessment feedback.</p>

	<p>13. Haiyan: Students learn the effects and responses to Typhoon Haiyan.</p> <p>14. Managing tropical storms: Students learn how prediction, preparation and protection can reduce hazard risk of tropical storms.</p> <p>15. UK hazards: Students will learn the different hazards that affect the UK.</p> <p>16. Assessment feedback</p> <p>16. Somerset floods: Students learn the causes, effects and responses to the Somerset flooding of 2013.</p> <p>17. Eastbourne hazards: Students learn what risks may affect Eastbourne including flood risk mapping.</p> <p>Students will learn names and distribution of global biomes. Students will explain the processes leading to the distribution of biomes.</p> <p>How is the Inuit way of life changing?</p>	
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>D1 Geographical and fieldwork skills D2 Natural hazards D6 Development and globalisation D8 Place studies C1 Place C2 Space C3 Human processes C4 Physical processes C5 Interdependence C7 Culture and diversity</p>	<p>D4 Rivers and coasts D1 Geographical and fieldwork skills D3 Managing ecosystems C1 Place C2 Space C3 Human processes C4 Physical processes C5 Interdependence</p>
<p>KS4 End Points</p>	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p>	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p>

	<p>EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.</p> <p>EP3 Synthesis of knowledge in order to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>	<p>EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.</p> <p>EP3 Synthesis of knowledge to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • The 3 types of plate boundary and what happens at each • That Earth is split into tectonic plates • The processes leading to natural hazards • How hazards can be managed • A range of weather hazards • Weather hazards affecting the UK 	<ul style="list-style-type: none"> • What the water cycle is and the main features of river drainage basins. • Types of erosion and the main river landforms. • The main factors that lead to flooding • An outline of strategies that can be used to manage flooding.
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Describe how the theory of continental drift leads to natural hazards • Explain how natural hazards can be managed. • Explain how tropical storms form • Use OS map of Eastbourne to predict where flooding is becoming more likely with climate change 	<ul style="list-style-type: none"> • Describe what happens in the water cycle. • Explain how erosion and deposition can create river landforms. • Explain why flooding occurs. • Discuss strategies to manage flooding. • Apply OS map skills to river features of the river Cuckmere
Developing T3 Literacy and Numeracy	<p>Crust Mantle Outer core Inner core Continental crust Oceanic crust Tectonic plates Prediction Preparation Protection</p>	<p>Drainage basin Source Mouth Erosion transportation Deposition Waterfall Gorge Oxbow lake Deforestation Urbanisation</p>

	Hurricane Typhoon Cyclone	Geology relief
Assessment (Summative and Formative)	<ul style="list-style-type: none"> • Plenaries, Q&A, observation summatively assess progress in lesson. • Formative assessment in term 4. 	<ul style="list-style-type: none"> • Plenaries, Q&A, observation summatively assess progress in lesson. • Formative assessment in term 5/6.
Links to Prior Learning	Link plates to continents. Knowledge of oceans.	KS2: describe and understand key aspects of rivers. Map skills from Term 2. UK geography from T1.
Next steps in learning	GCSE natural hazards topic. Y9 extreme environments.	Y9 Flooding in Bangladesh Y10 GCSE Rivers topic
Common Barriers to learning in this unit	Many new tier 3 words.	Many new tier 3 words. Some disadvantaged students may never have been to see a river.

Units	Unit 5: Amazing places
Unit overview	Students will be inspired to explore our amazing and diverse planet, with investigations of some of our remotest mountains to our most bustling cities. They will develop their understanding of world geography and how the human and physical geographies of these places can be compared and contrasted to our own and each other. It develops independent group study, ICT and presentational skills through a student-led research task.
Lesson Sequence	<p>1. Amazing Andes: Students learn how climate change is affecting the Andes.</p> <p>2. Tourism in Thailand: Students learn how tourism can bring advantages and disadvantages.</p> <p>3. Russia: Students learn the physical and human characteristics of Russia.</p> <p>4. Middle East: Students learn the physical and human characteristics of the Middle East.</p> <p>5. Antarctica (trip cover): Students learn the challenges facing Antarctica.</p> <p>6. Amazing Africa: Students learn the physical and human characteristics of Africa.</p> <p>7. Presentation preparation: Students research and create their own AP presentations.</p> <p>8. Presentations: Students present and peer assess.</p>
Key Domains and Concepts taught in this Unit / Term	<p>D1 Geographical and fieldwork skills</p> <p>D2 Natural hazards and climate change</p> <p>D3 Managing ecosystems</p> <p>D4 Rivers and coasts</p> <p>D5 Population and urbanisation</p> <p>D6 Development and globalisation</p> <p>D7 Sustainability and resources</p> <p>D8 Place studies</p> <p>C1 Place</p> <p>C2 Space</p> <p>C3 Human processes</p>

	<p>C4 Physical processes C5 Interdependence C6 Sustainable development C7 Culture and diversity</p>
KS4 End Points	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p> <p>EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.</p> <p>EP3 Synthesis of knowledge to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • How climate change is affecting mountain regions. • Impacts of tourism on NEEs. • How tourism can be made more sustainable. • Physical and human characteristics of Russia. • Physical and human characteristics of the Middle East. • Physical and human characteristics of the African continent. • What are the characteristics of Antarctica and why is it at threat.
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • How to present geographical information using maps at different scales. • Research human and physical characteristics of places and cultures by analysing different resources • Practice working in a team. • Develop their skills of empathy and compassion. • Interpret maps and images to garner information about unfamiliar places.
Developing T3 Literacy and Numeracy	<p>Climate change, glacier, tourism, impacts, social, economic, environmental, Russia, Middle east, Bangkok, Andes, mountain.</p>

Assessment (Summative and Formative)	<ul style="list-style-type: none"> • Plenaries, Q&A, observation summatively assess progress in lesson. • Peer assessed presentations
Links to Prior Learning	My Spaces topic – world geography
Next steps in learning	Y8: climate change, GCSE topics: climate change, development-tourism.
Common Barriers to learning in this unit	Patchy world geography at KS1&2