



Geography KS3 Curriculum Map

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What makes India Incredible? An introduction to Geography using India as a context.		How do geographers explore places? An exploration of key map skills.	What are limestone areas like? How are they formed? Why do people visit them?	Are rivers a hazard? A journey from source to mouth exploring landscapes, landforms and flooding.	
Content: what will students know?	<ol style="list-style-type: none"> 1. What geography is. 2. Major/minor compass points. 3. Location of India. 4. What latitude/longitude are. 5. What human and physical features are. 6. Where different environments are found in India and why. 	<ol style="list-style-type: none"> 7. Where tourists can visit in India. 8. The benefits and challenges of tourism. 9. How India's population has changed over time. 10. The causes of urbanisation and its effects. 11. What globalisation is and its impact on people in India. 12. How India may change in future. 	What our landscape looks like on maps and how people and the environment interact. Students will be able to apply this to other topics.	<ol style="list-style-type: none"> 1. How rocks are formed. 2. What limestone looks like. 3. Where limestone is found. 4. How rock type and land height are linked. 5. How water travels through limestone landscapes. 6. How limestone features are formed. 7. The opportunities for people in limestone landscapes. 	<ol style="list-style-type: none"> 1. Where famous rivers are around the world. 2. Features of a river basin. 3. The processes by which water reaches a river channel. 4. The processes of river erosion, transportation and deposition. 5. How waterfalls and meanders are formed. 	<ol style="list-style-type: none"> 6. Causes of flooding. 7. What to do in the event of a flood. 8. The causes, effects and responses to a particular flood event. 9. How flooding can be managed.
Skills: What will students be able to do?	<ol style="list-style-type: none"> 1. Use compass points to give and follow directions. 2. Describe and find locations using directions and latitude/longitude. 3. Draw sketches from images. 	<ol style="list-style-type: none"> 4. Draw and complete line graphs 5. Evaluate 	<ol style="list-style-type: none"> 1. Use map symbols 2. Use 4 & 6 figure grid references 3. Measure distance (straight line and along a route) on a map 4. Use scale 5. Read contour lines 	<ol style="list-style-type: none"> 1. Map interpretation 2. Justification 3. Sequencing 	<ol style="list-style-type: none"> 1. Map interpretation 2. Drawing and completing a bar graph 	<ol style="list-style-type: none"> 3. Decision-making
Other: Literacy, numeracy, ethos etc.	Cultural awareness SGLI links	Empathy	Numeracy Public speaking	Literacy	Numeracy Literacy	Empathy Reasoning British values
Assessment	Written assessment	<ul style="list-style-type: none"> • HW project • Written assessment 	<ul style="list-style-type: none"> • HW activity and speech • Written assessment 	Written assessment	Written assessment	



Geography KS3 Curriculum Map

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Is 7 billion too many? An overview of world population trends and the implications for us as global citizens.		What is our weather like? An investigation of UK weather patterns and the implications of these on our day-to-day lives.		What makes the USA unique? An in-depth exploration of the USA as a country including its hazards, people, destinations and problems.	Our Blue Planet This topic explores our coastline and oceans, how we use them, why are they important, their physical nature and the threats they face.
Content: what will students know?	<ol style="list-style-type: none"> How and why world population has grown over time and the effects of that growth. The global pattern of population distribution and reasons for it. How the UK population has grown over time. That the demographic transition model provides a framework for understanding population change. The usefulness of the DTM. 	<ol style="list-style-type: none"> How population pyramids model changing population structures. How population growth can be controlled. The process of population control in China, including the One-Child Policy and its effects. What an ageing population is, its causes and effects as well as strategies for managing it being used in the UK. 	<ol style="list-style-type: none"> The differences between weather and climate. How rainfall happens. What an air mass is and how they affect our weather in the UK. How a depression affects weather locally. How climate varies around the world. How people adapt their homes to suit the climate. The causes, effects and responses to climate change. What a carbon footprint is and how they can reduce theirs. How information about the present can be used to predict preferable and probably futures? 	<ol style="list-style-type: none"> Where the USA is and the physical features of North America as a continent. How the UK and USA compare in terms of development data. The human and physical features of Hawaii as a state. The volcanic past, present and future of Hawaii. The climate of Hawaii. Tornadoes: location, causes, effects and responses. 	<ol style="list-style-type: none"> What is the coast? How is it used? What are waves? How do they affect the coast? How does the coast operate as a physical system? How is material transported along the coast? What impact does this have? Where are our oceans? What are they like? Why are they important? What threatens our oceans? What can we do about it? 	
Skills: What will students be able to do?	<ol style="list-style-type: none"> Complete a line graph. Interpolate and extrapolate on a line graph. Describe distributions. Assess 	<ol style="list-style-type: none"> Drawing and interpreting population pyramids. Evaluate 	<ol style="list-style-type: none"> Drawing annotated images Constructing and interpreting climate graphs Futures thinking 	Construct and interpret climate graphs	Locating places	
Other: Literacy, numeracy, ethos etc.	Literacy Numeracy	Literacy Numeracy	Numeracy	Cultural understanding SGLI links	Literacy Persuasive writing	
Assessment	Written assessment	Written assessment	Written assessment	<ul style="list-style-type: none"> HW project Written assessment 		



Geography KS3 Curriculum Map

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	How hazardous is our world? What are natural hazards and how do tectonic hazards impact people?	Are all cities the same? An exploration of changing urban environments using Rio de Janeiro as a focus.		How does our living world work? What are tropical rainforests and cold environments like? What issues are these environments facing?		Is tourism the best way to develop Bali? An issues evaluation exercise.
Content: what will students know?	<ol style="list-style-type: none"> 1. What natural hazards are and how they can be categorised. 2. The factors affecting hazard risk. 3. Plate tectonics theory; earth's structure, convection currents, slab push and ridge pull. 4. The relationship between plate margins and the distribution of earthquakes and volcanoes. 5. The physical processes taking place at each plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. 6. Named examples in LIC and HIC locations to show the effects and responses to a tectonic hazard. 7. Reasons why people continue to live in areas at risk from tectonic hazards. 8. How monitoring, prediction, protection and planning can reduce the risks from tectonic hazards. 	<ol style="list-style-type: none"> 1. The global pattern of urban change and trends in different parts of the world. 2. The factors affecting urbanisation (migration and natural increase). 3. The emergence of megacities. 4. The location and importance of Rio. 5. The causes of growth in Rio. 6. How urban growth has created social and economic opportunities as well as challenges; managing urban growth, providing clean water, sanitation, energy, access to services, reducing crime and unemployment, managing environmental issues. 7. How urban planning is improving the life of the urban poor. 		<ol style="list-style-type: none"> 1. How ecosystems work; producers, consumers, decomposers, food chains, food webs, nutrient cycles, interrelationships between components, impact of changes. 2. The distribution and characteristics of biomes around the world. 3. The physical characteristics of tropical rainforests (TRFs). 4. The interdependence of climate, soils, water, plants, animals and people. 5. How plants and animals adapt to the physical conditions in TRFs. 6. Issues related to biodiversity in TRFs. 7. Deforestation; changing rates, causes, impacts (including the value of TRFs to both people and the environment), strategies to sustainably manage the TRFs. 8. The physical characteristics of cold environments. 9. How plants and animals adapt to the physical conditions in cold environments. 10. Issues related to biodiversity in cold environments. 11. Opportunities and challenges in an identified cold environment. 12. The value of cold environments and why they should be protected. 13. Strategies used to balance the needs of economic development and conservation in cold environments. 14. The interdependence of climate, permafrost, soils, plants, animals and people. 		<ol style="list-style-type: none"> 1. What the development gap is. 2. How to measure development and compare countries. 3. Methods of reducing the development gap. 4. The physical attractions of Bali as a tourist destination. 5. The impacts of tourism in Bali and how they can be reduced.
Skills: What will students be able to do?	<ol style="list-style-type: none"> 1. Understand basics of GIS. 2. Mapping and describing distributions. 	<ol style="list-style-type: none"> 1. Mapping and describing distributions 2. Line graphs 3. Analysing images 		<ol style="list-style-type: none"> 1. Describe distributions 2. Recognise and assess interdependence 		<ol style="list-style-type: none"> 1. Assess strengths and weaknesses 2. Evaluation 3. Decision-making
Other: Literacy, numeracy, ethos etc.	Literacy Numeracy	Literacy Numeracy		Literacy Numeracy		Literacy Numeracy Empathy
Assessment	<ul style="list-style-type: none"> • Written assessment • HW project 	Written assessment		<ul style="list-style-type: none"> • Biome in a box project • Written assessment x 2 (TRF & Cold Environments) 		Presentation