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|  |  | **Year 7** | *3 X lessons per fortnight* | |  | **Year 8** | *3 X lessons per fortnight* | |
|  | **Wk** | **Topic** | **Learning Aims** | **Assessment** |  | **Topic** | **Learning Aims** | **Assessment** |
| **Autumn** | **1** | **Becoming a Key Stage 3 Geographer** | 1. To explore different forms of Geography. 2. To accurately locate continents and countries of the world. 3. To use compass directions effectively. 4. To understand longitude and latitude. 5. To examine what a biome is. 6. To use six figure grid references (retrieval). 7. To use scale and distance accurately on maps. 8. Assessment 9. Assessment reflection |  |  | **Wicked Weather** | 1. To explain the difference between weather and climate. 2. To explain different factors that affect the climate. 3. To identify the key features of different types of cloud. 4. To explain different types of rainfall. 5. To examine the impact that air pressure has on weather. 6. Learning check. 7. To draw a climate graph. 8. To identify key features of the Beast from the East. 9. To explain the impact of the Beast from the East. 10. To examine the impact of the 2022 UK Heatwave. 11. To identify different impacts of Hurricane Katrina. 12. Revision 13. Assessment 14. Assessment reflection |  |
| **2** |  |  |
| **3** | Assessment on knowledge and skills of topic. Teacher assessed. | Learning Check (knowledge) – pupil assessed  Assessment (knowledge and skills). |
| **7** | **Fantastic Places** | 1. To examine the formation of the Earth. 2. To examine what happened at Easter Island. 3. To explore the key features of Antarctica. 4. To explore the tourist opportunities of the Grand Canyon. 5. To examine the population of Beijing, China. 6. Extended writing – mega cities. 7. Learning check 8. To examine the indigenous peoples of the rainforest. 9. To examine tourist opportunities in Svalbard. 10. To describe the key features of super volcanoes (Yellowstone). 11. To complete **guided reading** on Coral Reefs. 12. Revision 13. Assessment 14. Assessment reflection |  | **Climate change** | 1. How has climate changed over time? 2. To examine what is global warming? 3. To examine what the physical causes of global warming are (guided reading). 4. How are people causing climate change? 5. To examine the impact of climate change on the oceans. 6. What causes the oceans to rise? 7. What is a climate change refugee? 8. To examine ways to combat climate change. 9. Cont. 10. To explain how climate change can be prevented/reversed. |  |
| **8** |  |  |
| **9** |  |  |
| **10** |  |  |
| **11** | Learning Check (knowledge) – pupil assessed |  |
| **12** |  |  |
| **13** |  |  |
| **14** |  |  |
| **15** | Assessment on knowledge and skills of topic. Teacher assessed. | Speeches on Climate Change as assessment |
| **Spring** | **1** | **World Cities** | 1) To explain what global biomes are.  2) To explain the distribution of global biomes.  3 and 4) To explain the difference between coniferous forests and rainforests.  5) To examine the key features of the tropical parts of our planet.  6) To identify the key features of the tundra.  7) Learning check.  8) To explore what coral reefs are.  9) To understand island ecosystems.  10) To explore how change affects ecosystems.  11) To explain key features of hot deserts. 12) To investigate rainforest deforestation  13) Assessment – global biomes  1)To explain what urbanisation is.  2) To investigate rural to urban migration using the case study of China.  3) To explore opportunities and challenges of mega-cities.  4) To explain why Jakarta is a sinking mega city.  5) To investigate life in a squatter settlement in India.  6) To explore solutions to the overpopulation of cities.  7) To examine sustainable living in cities.  8) To design your own sustainable city.  9) To explore problem of urban economic deprivation. |  | **Development** | 1. How do we measure global development? 2. Comparing global development. 3. Presenting global development. 4. The rise of NEE (China). 5. Cont. 6. To examine whether poverty is destiny. 7. To examine the danger of the single story. 8. To explore how mobile technology can improvement development. 9. To explore the case study of the development of the Democratic Republic of Congo. |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** | Marked/levelled assessment | Marked/Levelled assessed |
| **7** | **Global Biomes** | 1) To explain what global biomes are.  2) To explain the distribution of global biomes.  3 and 4) To explain the difference between coniferous forests and rainforests.  5) To examine the key features of the tropical parts of our planet.  6) To identify the key features of the tundra.  7) Learning check.  8) To explore what coral reefs are.  9) To understand island ecosystems.  10) To explore how change affects ecosystems.  11) To explain key features of hot deserts. 12) To investigate rainforest deforestation  13) Assessment – global biomes |  | **Conflict** | 1. To examine what conflict is in a geography context. 2. To examine land use in the United Kingdom. 3. Continued 4. Continued 5. To examine why sewage is being released into U.K. beaches and rivers. 6. To investigate water conflict in Bolivia. 7. To examine why countries may fight over water. 8. To explain what blood diamonds are (Sierra Leonne). 9. To understand the impact of the use of child soldiers. 10. To explain one of the biggest threats to biodiversity and our environment. (Guided reading) – Palm Oil. 11. To explain what a landmine is and to understand the impact that they can have. |  |
| **8** |  |  |
| **9** |  |  |
| **1o** |  |  |
| **11** |  |  |
| **12** |  |  |
| **Summer** | **1** | **Fiery Earth** | 1)To identify key features of the formation and structure of the planet.  2 and 3) To explore what our planet earth is made of at its different depths.  4) To explain how tectonic plates and mantle interact with each other.  5 and 6) To explain destructive plate boundaries.  7) Learning check  8) To explain constructive plate boundaries.  9 and 10) To explore the volcanic landscape of Hawaii.  11)To examine the impact of volcanic activity on humans.  12) Learning check  13) To examine positive impact of volcanoes.  14) To examine earthquake formation.  15) To locate where earthquakes take place  16) To explain how earthquakes cause tsunamis. |  | **Oceans under threat** | 1) To investigate what the ocean biome is.  2) To explain how climate is linked to oceans.  3) To understand what coral reefs are and what their importance is.  4) To understand why the Great Barrier Reef is an important global landform (retrieval).  5) To explain why the Great Barrier Reef is under threat.  6) To investigate how and why our oceans are under threat (guided reading).  7) To explain how plastic pollution is negatively impacting our oceans.  8) To explore the Great Pacific Garbage patch.  9, 10 11,12) To research, create and deliver presentations on the solutions to the plastic problem in our oceans. |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** | Levelled assessment | Presentations to be graded by teacher. |
| **7** |  |  |  |  |  |  |
| **8** |  |  |
| **9** |  |  |
| **10** |  |  |
| **11** |  |  |
| **12** |  |  |  |