



Topic Name	Term	Skills Developed	Link to NC Subject Content	Next link in curriculum	Other Notes
<b>Introducing Geography</b> Asking questions Introducing the Wirral	AUTUMN	<ul style="list-style-type: none"> <li>Asking geographic questions</li> <li>Drawing a sketch map of the Wirral</li> <li>Local place knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>NC states build on knowledge. This fills the gaps for those living in Cheshire / Wales</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Key concept is being balanced in geography. All developing on idea of perception.
<b>Different environments at different scales</b> 1. <b>School Environment</b> – perception in Geography		<ul style="list-style-type: none"> <li>Fieldwork data collection;               <ul style="list-style-type: none"> <li>In Graham Road (individual)</li> <li>In and around school (group)</li> </ul> </li> <li>Value judgements/ survey - landscape/environmental quality</li> <li>Use tally charts</li> <li>Divided bar chart</li> <li>Choropleth map</li> <li>Isoline map (more able)</li> <li>Writing a field report.</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing skills</li> <li>Idea of perception used throughout KS3, KS4 and KS5</li> <li>Data presentation skills _ KS4 fieldwork write up</li> </ul>	Perception idea
2. <b>A local damaged area</b> (local to where student lives)		<ul style="list-style-type: none"> <li>Individual field research</li> <li>Sketch map with N sign &amp; scale</li> <li>GIS: Google Earth maps/Street</li> <li>Use Word inserting maps/photos.</li> <li>Use of excel to produce graphs</li> <li>Writing individual report</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data</li> </ul>	<ul style="list-style-type: none"> <li>Any further fieldwork activities at KS3(Yr.7, yr.8 and Yr.9.)</li> <li>Ongoing skills</li> </ul>	This work is set over several weeks as students need a holiday / weekend to collect data.
3. <b>Brazilian rainforest – global ecosystem.</b> Consider vegetation; climate; indigenous people; loss of tribal lands; deforestation; Climate change	WINTER	<ul style="list-style-type: none"> <li>Use of climate graphs (3 axis)</li> <li>Use of satellite photo</li> <li>Flow diagram</li> <li>Dealing with a moral issue (murder)</li> <li>Team work (game)</li> <li>Spider diagram</li> </ul>	<ul style="list-style-type: none"> <li>Interpret topographical and thematic mapping, aerial and satellite photographs</li> <li>Use of natural resources</li> <li>understand how human and physical processes interact to influence and change environments and the climate.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing skills – climate graphs</li> <li>Very important link to Living World unit – rainforest ecosystems where the comparison is made to Malaysia.</li> </ul>	Brazil is used as less than 5% students have studied at KS2. The prescribed KS3 'Asia' is taught at KS4 - Borneo rainforests in Malaysia/Indonesia
4. <b>Hilbre Island – Local ecosystems.</b> Coastal features field trip in summer		<ul style="list-style-type: none"> <li>Field sketch</li> <li>Real life problem solving</li> <li>Landscape interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data</li> </ul>	<ul style="list-style-type: none"> <li>Future field work activities.</li> </ul>	Joint visit - Biology. Physical geography is coastal features and human land use issue



			<ul style="list-style-type: none"> <li>Rocks, weathering on coasts</li> </ul>		
<p><b><u>Are you British or are you European?</u></b> British stereotypes. Place knowledge in UK. National identity and Place</p>	MID SPRING TERM	<ul style="list-style-type: none"> <li>Using an Atlas</li> <li>Having a balanced perception.</li> <li>National Anthems and Tourist info films interpretation – listening and observation</li> </ul>	<ul style="list-style-type: none"> <li>KS2 Physical and human geography of UK – filling in gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Clear link with SMSC</li> <li>Links with Place ideas in Year 12.</li> </ul>	This fills gaps that exist for many students in their KS1 and KS2 lack of Geography
<p><b>Come to Britain</b> Alt: <b>Come to .....</b> Encouraging students with a non-UK heritage (e.g. Sri Lanka and Russia) to present</p>		<ul style="list-style-type: none"> <li>ICT skills with PPT presentation skills.</li> <li>Paired task.</li> <li>Web research</li> </ul>	<ul style="list-style-type: none"> <li>KS2 Physical and human geography of UK – gap fill</li> <li>Alt: KS3 extend locational knowledge and deepen spatial awareness of the world's countries</li> </ul>	<ul style="list-style-type: none"> <li>Will act as a contrast for Yr.8 regional studies in Africa (Kenya) and Asia (China)</li> </ul>	Alt: Some students might wish to present in Year assembly
<p><b>Despite Brexit - we are still European?</b> Why was Europe so successful compared to Africa?</p>		<ul style="list-style-type: none"> <li>Atlas skills, Choropleth shading map for EU, also Europe physical features. Different viewpoints.</li> <li>Review (display) of <i>'Prisoners of Geography'</i> (Tim Marshall) Chapter</li> </ul>	<ul style="list-style-type: none"> <li>KS2 Physical and human geography of Europe</li> <li>KS3 understand geographical similarities, differences and links between places UK and Africa</li> </ul>	<ul style="list-style-type: none"> <li>In Yr. 7 shanty towns in Nairobi from Bill Bryson's <i>African Diary</i>.</li> </ul>	Key idea 'why is Europe more developed than Africa? '
<p><b>Migration in Europe.</b> Why? EU freedom of travel. Global migration trends - e.g. Asia/ Africa to Europe</p>		<ul style="list-style-type: none"> <li>Considering different viewpoints.</li> <li>Reading data from a map</li> <li>BBC online activity re Syrian refugees. A DME with empathy.</li> </ul>	<ul style="list-style-type: none"> <li>Human geography relating to population, international development; economic activity.</li> <li>understand geographical similarities, differences and links UK &amp; Middle East.</li> </ul>	<ul style="list-style-type: none"> <li>Economic unit at GCSE regarding population change and development gap.</li> </ul>	
<p><b>Weather &amp; Climate in Europe.</b> Diff between depressions and Anticyclones.</p>		<ul style="list-style-type: none"> <li>Interpreting climate graphs</li> <li>Understanding of synoptic weather charts</li> <li>Model making – depression</li> <li>Isoline map (isobars) interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>physical geography relating to weather and climate</li> </ul>	<ul style="list-style-type: none"> <li>Climate unit in GCSE and A level – Water cycle.</li> </ul>	



Europe - a good place to visit? <b>Tourism in the EU.</b>		<ul style="list-style-type: none"> <li>Decision making exercise following research to develop place knowledge in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Human geography relating to economic activity in the tertiary sectors</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 8 Tourism in Kenya extended report</li> </ul>	
<b>Passport to the World.</b> World place Knowledge		<ul style="list-style-type: none"> <li>Latitude and Longitude skill</li> <li>Atlas skills – World.</li> </ul>	<ul style="list-style-type: none"> <li>KS3 geographical skill</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing knowledge and skills.</li> </ul>	This is to complete the gaps in K&U of World places.
<b>Impact of climate change (intro).</b> Combining K&U rainforest, weather and the World map places.		<ul style="list-style-type: none"> <li>Climate change impacts role play (UN material) Group activity - each group is one country.</li> <li>Dealing with a moral issue. Team work and decision-making exercise.</li> </ul>	<ul style="list-style-type: none"> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate.</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 8 Climate change in Kenya.</li> <li>Yr. 8 Energy use in China.</li> <li>GCSE and A2 climate change</li> </ul>	This serves as an introduction to the issues relating to climate change.
<b>Kenya - study of a LIC</b> Location and physical geography including the geology of the rift valley and Savanna vegetation	SUMMER	<ul style="list-style-type: none"> <li>Location and map work</li> <li>3D model of rift valley (Yr.7 model club) and how it forms.</li> <li>Choropleth map to show rainfall differences in East and West Africa.</li> </ul>	<ul style="list-style-type: none"> <li>extend locational knowledge and spatial awareness of Africa focusing on environmental regions, key physical and human characteristics, countries and major cities</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Geology</li> <li>GCSE tectonics conservative plate margins</li> <li>GCSE Desertification unit</li> </ul>	
<b>Kenya – Human geography</b> population and tribal groups.		<ul style="list-style-type: none"> <li>Population pyramids</li> <li>Possible tea tasting</li> </ul>	<ul style="list-style-type: none"> <li>human geography relating to: population and urbanisation;</li> <li>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa (Kenya)</li> </ul>	<ul style="list-style-type: none"> <li>GCSE population and development</li> </ul>	
<b>Kenya – Human Geography.</b> Rural – urban migration Urban settlement		<ul style="list-style-type: none"> <li>Group memory task – revision technique.</li> <li>Literature review Bill Bryson's <i>African Diary</i>.</li> </ul>		<ul style="list-style-type: none"> <li>GCSE economic development unit.</li> </ul>	This unit carries on into Year 8.