



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



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



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