



Topic Name	Term	Skills Developed	Link to NC Subject Content	Prior learning	Next link in curriculum
<p>Y7.1 What is Geography? Defining geography, asking geographical questions, and introducing fieldwork.</p> <p>Key concept is being balanced in geography. All developing on idea of perception</p>	AUTUMN	<ul style="list-style-type: none"> Asking geographical enquiry questions. Understanding how perceptions can change. Newspaper influence Fieldwork data collection locally using survey / value judgements – 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"> NC states <i>build on KS1 & 2 knowledge.</i> <i>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</i> 	<p>Various geographies from KS1 and 2 but this is not a constant.</p> <p>Simple ‘field’ studies undertaken in primary school.</p>	<p>Ongoing skills</p> <p>Idea of perception used throughout KS3, KS4 and KS5</p> <p>Data presentation skills – KS4 fieldwork write up</p>
<p>Y7.2 Where am I? Local, national, and global knowledge. Understanding the human and physical geography of Wirral; NW England; UK; Europe; Middle East (more detailed); World. Locating places on earth using coordinates.</p> <p>Conflict, controversy, and migration - Why is Middle East an important world region?</p>	AUTUMN	<ul style="list-style-type: none"> Sketch map of the Wirral. Measuring distance using scale line (NW England) Place knowledge of NW England; the British Isles/UK; Europe and World using atlas / physical / political maps. Fly routes and proportional flow lines (in Europe) Using latitude and longitude to locate places on a world map. Concept of a region. Using a variety of maps and different viewpoints to study place. 	<ul style="list-style-type: none"> <i>NC states build on knowledge. This fills gaps created by a variety of feeder schools</i> <i>Atlas skills continued and expanded on from KS2.</i> <i>NC – students need an understanding of place and location knowledge.</i> <i>Current affairs – Geography changes over time. NC focus on Middle East, understanding how its physical geography affects its development.</i> <i>Population</i> 	<p>Place knowledge as specified in the KS1 and KS2 Guide: World’s 7 continents and 5 oceans; UK; Europe; North & South America</p> <p><i>hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p>	<p>Ongoing skills that, will link and be further developed when studying O.S. map skills such as: measuring distance; using grid references.</p> <p>Concept of how deserts form in Y8 climate (general circulation)</p> <p>Y10 Climatic hazards Y11 Living World Y13 Water cycle</p>
<p>Y7.3 Tectonics. Earth’s tectonic history and plate boundaries. Comparing different types of hazards, effects and responses. The importance management, vulnerability, and governance of hazard events.</p>	AUTUMN	<ul style="list-style-type: none"> Scale drawing of the earth. Use of rock samples Use of 3D models in understanding. Comparing two case studies – one a LIC the other a HIC. Whole class Group Role play activity with individual decision-making process. 	<ul style="list-style-type: none"> <i>Physical geography relating to geological timescales and plate tectonics; rocks.</i> <i>Understand how human and physical processes interact to influence, and change landscapes and environments and how this affect human activity</i> 	<p>KS2. describe and understand key aspects of: Physical geography: volcanoes and earthquakes</p>	<p>GCSE Y11 tectonic hazard unit (using Chile (NEE) v Haiti (LIC))</p> <p>Yr.12 Tectonic unit (Japan. Both use different case studies but those taught here will add to the K&U. African rift – Y8 Kenya.</p>



<p><u>Y7.4 O. S. Map Skills</u> O.S. symbols O.S. Direction; scale; distance; location. Relief models O.S. Cross sections</p>	<p>SPRING</p>	<p>Use O.S maps & key to read distance/ direction / precise location using grid references / symbols / shape of the land (relief) Use 'city' 3D model to produce a map.</p> <ul style="list-style-type: none"> Making 3D relief models Draw cross sections of relief 	<ul style="list-style-type: none"> <i>Interpret Ordnance Survey maps in the classroom including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</i> 	<p>KS2 8 points of a compass, 4 and 6-figure grid references, symbols, and key (including using O.S. Geography) to build their knowledge of UK.</p>	<p>Important skill ongoing. To be used on successive fieldtrips See next topic plus Y9 Rivers and Y9 Coasts. Y10 urban UK et al.</p>
<p><u>Y7.5 Earth's resources</u> Own study of damaged environment. Different natural resources, where we find them and how we use them. The rock cycle and stratigraphic history of the Earth. Importance of soils. The Hydrosphere and how we manage global water supplies. Sustainable management of natural resources.</p>	<p>SPRING</p>	<ul style="list-style-type: none"> Undertake own fieldwork study of a local damaged place. Use of the geological time scale Rock samples – not all limestone is the same. Categorisation and identification of rocks. Matching an aerial photo and an O.S. map (Teesside) Fieldwork and data collection and interpretation. Balancing viewpoints. 	<ul style="list-style-type: none"> <i>Use (GIS) to view, analyse and interpret places and data</i> <i>use fieldwork (local to student) to collect, analyse and draw conclusions</i> <i>physical geography: geological timescales and plate tectonics; rocks, weathering, and soils.</i> <i>Economic activity in primary, secondary, tertiary, and quaternary sectors</i> <i>The use of resources.</i> 	<p>KS2 Mountains. distribution of natural resources including energy, food, minerals, and water. Also, distribution of natural resources including energy, food, minerals, and water</p>	<p>GCSE Y11: Resource issues (paper 2) Climate change (paper 1) ALEVEL Y13 water and carbon cycles. Year 8- Farming North and South: China. Year 9: Russia</p>
<p><u>Y7.6 Ice – The Cryosphere.</u> How has ice shaped our world? Why glaciers are shrinking, and how do they form and move? Landforms created from glacial deposition and erosion. Understand the importance of glaciers and how people use them.</p>	<p>SUMMER</p>	<ul style="list-style-type: none"> Geological timescales. Understand Aspect. Geology and how it affects glacial movement. Interpreting data e.g., graphs Drawing skills – being able to draw and annotate diagrams. Interpret topographical and thematic mapping, aerial and satellite photographs Undertake Enquiry into Values / Threats and Management of an upland glacial landscape. 	<ul style="list-style-type: none"> <i>Physical geography relating to weather and climate. including the change in climate from the Ice Age to the present; and glaciation,</i> <i>Use of natural resources</i> <i>understand how human and physical processes interact to influence and change landscapes and the climate.</i> 	<p>KS2 just the ice part of the water cycle</p>	<p>Y8 Kenya's physical Geography: Kilimanjaro GCSE Y10: climate change (paper 1) GCSE Y11: resource issues (paper 2). ALEVEL Y12: Glacial environments useful intro to a topic picked up in Y9 Iceland trip and Y10 lake district fieldwork</p>