



Topic Name	Term	Skills Developed	Link to NC Subject Content	Builds on previous learning.	Next link in curriculum	Other Notes
Introducing Geography Asking questions Introducing the Wirral	AUTUMN	<ul style="list-style-type: none"> Asking geographic questions Local place knowledge. Considering issues in a balanced way. 	<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"> Possible KS2 Geog work on Barnaby the Bear. 	<ul style="list-style-type: none"> Own fieldwork data collecting activity 	Key concept is being balanced in geography. All developing on idea of perception.
1. 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 of landscape/environmental quality Use tally charts Divided bar chart Choropleth map 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"> Depends on prior school 	<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 This work is set over several weeks as students need a holiday / weekend to collect data.
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 Use of Word to write report 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"> 	<ul style="list-style-type: none"> Any further fieldwork actives at KS3(Yr.7, yr.8 and Yr.9.) Ongoing skills 	
Passport to the World. World place Knowledge		<ul style="list-style-type: none"> Latitude and Longitude skill Atlas skills – World physical and Human 	<ul style="list-style-type: none"> KS3 geographical skill specified in the PoS. Though this overviews KS1/KS2 	<ul style="list-style-type: none"> Fill in gaps from KS1 and KS2 in place knowledge. 	<ul style="list-style-type: none"> Ongoing knowledge and skills. 	



<p><u>2. O. S. Map Skills</u> O.S. symbols O.S. Direction; scale; distance; location. Relief models O.S. Cross sections</p>		<ul style="list-style-type: none"> • Use 'city' 3D model (made by GeogSoc Model club to produce a detailed map with the correct symbols. • O.S. maps, keys and grid references. • Making 3D models • Draw cross sections 	<ul style="list-style-type: none"> • Interpret Ordnance Survey maps in classroom and field, including using grid references and scale, topographical, thematic mapping, and aerial and satellite photographs 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Important skill ongoing. • To be used on successive fieldtrips 	<p>This is to complete the gaps in K&U of World places.</p>
<p><u>3. Are you British or are you European?</u> British stereotypes. Place knowledge in UK. National identity and Place</p>	<p>SPRING</p>	<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"> • Build on SMSC 	<ul style="list-style-type: none"> • Clear link with SMSC • Links with Place ideas in Year 12. 	<p>This fills gaps that exist for many students in their KS1 and KS2 lack of Geography</p>
<p><u>Come to Britain</u> 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 • 	<ul style="list-style-type: none"> • KS2 PoS which a number of schools will not have covered. 	<ul style="list-style-type: none"> • Will act as a contrast for Yr.8 regional studies in Africa (Kenya) and Asia (China) 	<p>Units 3, 4 & 5 are all part of a large overall unit re Britain and Europe.</p>
<p><u>What the UK gained from being in the EU.</u></p>		<ul style="list-style-type: none"> • 2011 census data used to consider inner city Belfast • Poverty indicators • Photo interpretation re Laganside 	<ul style="list-style-type: none"> • Consider the improvements brought about by EU funding. • Understanding of the N. Ireland troubles. • What makes an area deprived in UK. 	<ul style="list-style-type: none"> • KS2 maths skills. 	<ul style="list-style-type: none"> • Links with KS4 urbanisation inner city deprivation and regeneration 	<p>It ends with students able to select their tourism destination based on newly acquired human and physical knowledge of Europe</p>
<p><u>Despite Brexit - we are still European?</u> 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 • Two sides to an issue. • Understand geographical similarities, differences and links between places UK and Africa 	<ul style="list-style-type: none"> • KS2 maths skills. 	<ul style="list-style-type: none"> • Choropleth maps shading in Y9 urbanisation • Yr. 8 shanty towns in Nairobi from Bill Bryson's <i>African Diary</i>. 	<p>including Weather and climate and Ice in the Alps.</p>



<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, development; economic activities. understand geographical similarities, differences, and links UK & Middle East. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Economic unit at GCSE regarding population change and development gap. 	<p>Alt: Some students might wish to present Year assembly Key idea 'why is Europe more developed than Africa?'</p>
<p>4. 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 weather and climate. How it rains. Depressions bring different weather to Anticyclones. Anticyclonic blocking and the Med. Climate 	<ul style="list-style-type: none"> Possible KS2 work on weather (not all students) 	<ul style="list-style-type: none"> Climate unit in GCSE and A level – Water cycle. 	<p>Links with GEOGSOC club</p>
<p>5. Glacial landscapes – Where are the worlds glaciers found? Is Europe shaped by ice</p>		<ul style="list-style-type: none"> Photograph interpretation Map skills – locational knowledge 	<ul style="list-style-type: none"> Location of glaciers and cryosphere. Definition of glacial environments. 	<ul style="list-style-type: none"> none 	<ul style="list-style-type: none"> Link to GSCE Distinctive landscapes Link to A Level glacial landscapes. 	
<p>Glacial processes and formation of glacial features. Is Climate change melting glaciers.</p>		<ul style="list-style-type: none"> Choropleth map reading 	<ul style="list-style-type: none"> How are glaciers formed and why are they able to create upland and lowland features 	<ul style="list-style-type: none"> none 	<ul style="list-style-type: none"> Link to later Y7 climate change also GSCE landscapes Climate hazards Y12 glacial unit. 	
<p>ASSESSMENT Europe - a good place to visit? Tourism in the EU.</p>		<ul style="list-style-type: none"> Decision making exercise following research to develop place knowledge in Europe. Climate graph interpretation 	<ul style="list-style-type: none"> Human geography relating to economic activity in the tertiary sectors 	<ul style="list-style-type: none"> Builds on all K&U from Y7 units 3, 4 and 5. 	<ul style="list-style-type: none"> Yr 7. Rainforests climate graphs. Yr. 8 Tourism in Kenya extended report 	
<p>6. Earths systems and resources.</p>	<p>SUMMER</p>	<ul style="list-style-type: none"> Flow diagram interpretation. 	<ul style="list-style-type: none"> Earths spheres: Atmosphere; Biosphere; Lithosphere; hydrosphere and cryosphere. What are resources? 	<ul style="list-style-type: none"> Some mention in KS2 Draws on Ice work in previous unit. 	<ul style="list-style-type: none"> Y9 physical geography sections. Resources forms a unit in y11 & y13 	



<p>Rocks – a natural resource. Limestone</p>		<ul style="list-style-type: none"> Local Geology trail in West Kirby FWK. Interpreting rock samples 	<ul style="list-style-type: none"> The rock cycle and the key rock groups: Sedimentary / Igneous and Metamorphic. Link rocks to fossil fuels for energy. 	<ul style="list-style-type: none"> Some students have great interest in this topic (especially dinosaurs) 	<ul style="list-style-type: none"> Limestone FWK in Yorkshire Dales and Hilbre Island FWK (Sandstone features) in Y7. Chalk in Y9 Coasts 	<p>Geology Rocks GEOGSOC club ties in well here.</p>
<p>Soil the root of all life.</p>		<ul style="list-style-type: none"> Interpreting a soil pit in the school grounds and undertaking simple field tests such as pH and noting horizon colour. 	<ul style="list-style-type: none"> Why soils are essential for life. Viewpoints about soils 	<ul style="list-style-type: none"> none 	<ul style="list-style-type: none"> Farming in Kenya and China Y8 Ecosystems GCSE. 	
<p>Oil energy v renewable energy</p>		<ul style="list-style-type: none"> Satellite photo and OS map interpretation (R.Tees) 	<ul style="list-style-type: none"> Fossil fuels – where do they come from Renewable resources. Using resources sustainably 	<ul style="list-style-type: none"> OS map skills Y7 	<ul style="list-style-type: none"> GCSE FWK the River Tees and resources unit. Fracking Y7 end of unit. 	
<p>Brazilian tropical rainforest – global ecosystem. vegetation; climate; indigenous people; loss of tribal lands; deforestation;</p>		<ul style="list-style-type: none"> Use of climate graphs (3 axis) Use of satellite photo / topological maps Flow & spider diagrams Dealing with a moral issue (murder) Team work (game) Spider diagram 	<ul style="list-style-type: none"> Use of natural resources how human and physical processes interact to influence and change environments 	<ul style="list-style-type: none"> KS2 work on rainforests in Brazil 	<ul style="list-style-type: none"> Ongoing skills – climate graphs Very important link to Living World unit – rainforest ecosystems in Malaysia. 	
<p>Impact of climate change. Including UK weather and rainforest.</p>		<ul style="list-style-type: none"> Climate change impacts role play (UN material) Group activity 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 climate. 	<ul style="list-style-type: none"> KS2 simple weather recording 	<ul style="list-style-type: none"> Y8 Climate change in Kenya. Energy use in China. GCSE and A2 climate change 	
<p>7. Coasts</p>		<ul style="list-style-type: none"> FWK and map interpretation Carrying out group fieldwork data collection. 	<ul style="list-style-type: none"> Erosion, weathering and management Hilbre Island FWK 	<ul style="list-style-type: none"> Y7 work on carrying out an investigation 	<ul style="list-style-type: none"> Y8 work on FWK in Yorkshire Dales. 	<p>Specific FWK in Yorks is optional</p>