YEAR 7 GEOGRAPHY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	LAGI	AFRICA	COASTS	COASTS & WEATHER & CLIMATE	WEATHER & CLIMATE	COLD ENVIRONMENTS
Core Knowledge/ Threshold Concept	1. What is Geography? 2. Climate change intro and evidence 3. Causes of enhanced climate change 4. Effects of climate change 5. Responses to climate change 6. Sustainability 7. Threatened species and conservation	1. Misconceptions 2. Colonisation 3. Climate 4. Landscapes 5. Sudan conflict 6. Ivory Trade 7. Maasai tribe 8. Nigeria 9. Innovation	1. What are coasts? 2. Waves and Tides 3. Coastal erosion and weathering 4. Erosional landforms 5. Longshore drift and deposition	6. Erosion effects and Hornsea 7. Coastal management 1. Weather and climate 2. Measuring and forecasting the weather 3. Climate zones	4. Soils 5. Rainfall and clouds 6. Anticyclones and depressions 7. Microclimates	1. Cold environments 2. Animal adaptations 3. What is a glacier and how do they move? 4. Erosional and depositional landforms created by glaciers 5. The Lake District as a glacial landscape 6. Antarctica tourism 7. Antarctica management and treaty
Why this learning now?	Beginning with *LAGI* enables all students to have a starting point of some knowledge of the issues being covered despite KS2 delivery of Geography in feeder schools. This ensures engagement from the get-go and gives the subject instant significance in a changing	The importance of spatial scale underpins the sequencing of learning: International (*LAGI*) → Continental (*Africa*). This topic is largely human based with an element of both in at least 2 lessons (Climate and Water insecurity) to emphasise	The importance of spatial scale underpins the sequencing of learning: International (*LAGI*) → Continental (*Africa*) → National & Local (*Coasts)* This topic is largely physical based with an element of both in at least 2 lessons (What are coasts and Coastal	The importance of spatial scale underpins the sequencing of learning: International (LAGI) → Continental (Africa) → National & Local (Coasts and Weather and Climate) This topic is largely physical based leading to a slight imbalance in terms of the physical: human ratio across the year. This is because Y7 students were found to find these physical concepts more difficult to understand than the human ones that they could see or visualise easier. This additional physical unit at this early stage, enables these ideas to be consolidated and underpinned, aiding with future progress and		The importance of spatial scale underpins the sequencing of learning: International (*LAGI*) → Continental (*Africa*) → National & Local (*Coasts* and *Weather and Climate*) → back up to regional/international (*Cold Environments*).

	and real-world scenario. It is also a 50:50 balance of human and physical within LAGI so that students experience the breadth that Geography has to offer and to engage all. This unit is referred to throughout every unit in KS3 – establishing links between learning from the outset. The core knowledge sequencing builds geographical processes, impacts of these processes on people, responses and solutions. Then there is frequently a comparison to a similar issue. This is a common structure for sequencing physical geography units all the way to KS5.	connections. This is why climate is towards the beginning to link to previous learning. Then how this affects the human world develops this further understanding. Human geography core knowledge is sequenced with theory, examples and scenarios before the solutions.	Management) to emphasise connections. New geographical terms are introduced and built upon stepping away from concepts covered before. By this stage, students should be able to 'think like a geographer' to some extent so are able to conceptualise these abstract concepts.	knowledge retention. This enables a future 50:50 split of topics in future years. Bigger connections can be made with this awareness of scale and interactions that have been introduced throughout the year.		Revisiting of key geographical themes throughout these topics will enable additional complexity to be brought in and consolidate. GIS is introduced in this topic through StoryMaps and we build on this throughout KS3. This topic has a 50:50 split of human and physical geography to re-emphasise the importance and overlap of both Geographical areas and understanding to address the imbalance.
Assessment Opportunities:	Formative, low-stakes assessment underpins every lesson. A1 – Climate Change Disaster Plan A2 – EoU Test	Formative, low-stakes assessment underpins every lesson. A1 – Sudan Decision Making Exercise A2 – Recall Test 1	Formative, low-stakes assessment underpins every lesson. A1 - Holbeck Hall Newspaper Report	Formative, low-stakes assessment underpins every lesson. A2 – EoU Test A1 – Recall Test 2	Formative, low-stakes assessment underpins every lesson. A2 – Microclimates Fieldwork	Formative, low-stakes assessment underpins every lesson. A1 – Antarctica Report/ Leaflet A2 – EoU Test
Learning at Home	Home learning will adapt and respond to the arising needs of learners but will focus on consolidation quizzes and time to demonstrate applied geographical understanding.					

Key Vocabulary	(Enhanced) Greenhouse effect Carbon footprint Renewable energy Sustainability Endangered	Continent Misconception HDI Ecotourism Water Insecurity	Tide Erosion Weathering Longshore drift	Coastal management Weather Climate	Precipitation Anemometer	Adaptations Glacier Glacial budget Arête Treaty
Spiritual, Moral, Social and Cultural concepts covered	The importance of our individual actions in the world. The impact of climate change on people and the environment – with particular attention to marginal environments. The impact of conflict on populations. The impacts of management of risk on people. The difficulty of generalisations and misconceptions to people and spaces.					
Links to careers and the world of work	Every lesson embeds enterprise skills applicable to different careers, with some highlighted specifically in the lesson.					

YEAR 8 GEOGRAPHY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	RIVERS & FLOODING	ECOSYSTEMS	POPULATION	POPULATION	DEVELOPMENT IN DESERTS	GLOBALISATION
Core Knowledge/ **Threshold Concept**	1. Water cycle 2. The river profile 3. The upper course of the River Tees 4. The middle course of the River Tees 5. The lower course of the River Tees 6. Flood hydrographs and flooding 7. Flooding in Pakistan	1. What is an ecosystem 2. Biomes 3. Good and services from ecosystems – palm oil 4. UK ecosystems and rewilding 5. UK ecosystems habitat management fieldwork 6. The nutrient cycle 7. Marine ecosystems & plastics	1. Global population growth 2. Population density 3. Birth and death rates and DTM 4. Anti-natalist population policies and impacts	5. Pro-natalist policies 6. Theories of resource consumption: Malthus and Boserup 7. Nigeria population conundrum	1. Definitions of a desert 2. Adaptations to a hot desert environment 3. Opportunities and challenges posed by hot deserts with a focus on a. Dubai b. The San Bushmen c. Causes, effects and solutions of desertification	1. What is globalisation 2. Employment structures & outsourcing 3. China's manufacturing and TNCs 4. Environmental issues in China as a result of this manufacturing 5. Superpowers 6. Russian tourism 7. Russian natural wonders 8. Russian conflicts
Why this learning now?	This year focuses on building key geographical concepts in complexity and abstract, unfamiliar circumstances but still underpinned by scale to aid the delivery of this. We therefore begin with the local scale – taking familiar	This unit revisits a lot of weather and climate and LAGI issues from Y7. It has familiar elements from the landscape around them to build in more complex elements of ecosystem geography. The topic begins heavily physical then becomes	This is here due to a sharp contrast with the previous topics whilst also containing content that we think is age appropriate to Y8s rather than Y7. The theories are challenging so stretch all but are accessible.		The year is almost split into two halves: Increasingly complex interactions between the human and physical environments throughout the year. Therefore, the end of Population with the population policies, Deserts, and Globalisation	This unit takes that element of distant places and brings the connections right back to home with Globalisation and how interconnected even the most distant places are. This unit pick up on our population studies of China to

	surrounds and explaining the abstract and unfamiliar causes of those landscapes. Key terms are revisited and developed – incorporating more complex explanations over time and embedding these key ideas where they can be visualised more easily.	much more human so builds on ideas from the past half term and links towards the human topics that follow. It is varied in its content so engages students but has a lot of terminology to digest so is appropriate to have some foundations from Y7.		are in the 2nd half of the year as the ideas are more abstract than the first 2 ½ topics and less familiar to students. These topics will build on concepts set as a foundation in the first topics. Development in deserts extends their knowledge of Cold Environments from Y7 to consider why people settle in harsh environments. This will bring in elements of LAGI and lay the foundations for GCSE's Living World.	explain their development alongside those anti-natal policies. This therefore deepens their understanding and this case study will be revisited at the end of Y10 so they have some background knowledge. China will be contrasted to Russia as a superpower, focusing on its natural and human attractions whilst then introducing the complexities of Russia's political outlook with the current conflicts it is part of.
Assessment Opportunities:	Formative, low-stakes assessment underpins every lesson. A1 – River Profile Poster A2 – EoU Test	Formative, low-stakes assessment underpins every lesson. A1 – Egglescliffe School Ecosystems Management Report & Fieldwork A2 – Recall Test 1	Formative, low-stakes assessment underpins every lesson. A1 – Mid-unit test A2 – Nigeria Assessment	Formative, low-stakes assessment underpins every lesson. A1 – Thar Desert 6mark exam question A2 – EoU Test	Formative, low-stakes assessment underpins every lesson. A1 – Recall Test 2 A2 – TNC's 9mark exam question
Learning at Home	Home learning will adapt and respond to the arising needs of learners but will focus on consolidation quizzes and time to demonstrate applied geographical understanding.				
Key Vocabulary	Erosion Deposition Drainage basin Meander Ox Bow Lake	Ecosystem Biome Biotic Abiotic Rewilding	Population Population density Demographic transition (DTM) Population policies	Desert Adaptations Development Desertification Water insecurity	Globalisation TNCs Manufacturing Sweatshops Superpowers

Spiritual, Moral, Social and Cultural concepts covered	The importance of our individual actions in the world. The impact of climate change on people and the environment – with particular attention to marginal environments. The impact of conflict on populations. The impacts of management of risk on people. The difficulty of generalisations and misconceptions to people and spaces.
Links to careers and the world of work	Every lesson embeds enterprise skills applicable to different careers, with some highlighted specifically in the lesson.

YEAR 9 GEOGRAPHY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	TECTONIC HAZARDS	TECTONIC HAZARDS	CONTRASTING WORLD	WEATHER HAZARDS	SKILLS	SETTLEMENT
Core Knowledge/ **Threshold Concept**	1. Structure of the Earth and plate movement 2. Plate margins 3. Rock types and their formation in the rock cycle 4. Causes, impacts and responses to seismic events	5. Nepal earthquake 6. Identifying different volcanoes 7. Super-volcanoes 8. Why do people live near hazards	1. What is development? 2. Development indicators 3. Causes of uneven development 4. Fairtrade 5. Ecotourism in Kenya 6. Merowe Dam in Sudan 7. Namibia DME	1. Tropical storm formation 2. Impacts and responses to tropical storms in HICs (Hurricane Sandy) and LICs (Typhoon Haiyan) 3. Wildfires : Australia burning	1. Atlas, graphical and analytical skills 2. OS map skills; to include grid references, scale, direction, height and symbols. 3. Interpretation of aerial footage. 4. Application of knowledge to unfamiliar circumstances; dissemination of information: Dharavi, India	1. Where do people live in the UK 2. Site, situation and function 3. World patterns of urbanisation 4. Reasons for urbanisation 5. The importance of Rio and land use and settlement models 6. Opportunities in Rio 7. Challenges faced in Rio 8. Improving squatter settlements
Why this learning now?	Tectonics is a complex unit that has enough stretch and challenge to push to university level should the need arise. A Level is certainly referenced. This enables progress of all with sufficient scaffolding. It is also one of the biggest units with Weather Hazards at GCSE so this is taught now in order to give students a true reflection of the level required for GCSE and aids us as we recall a lot of this information later on. This is why Weather Hazards is taught in the spring term to reiterate this using different case studies and hazards		A Contrasting World is sandwiched in between these 2 physical units for variation and engagement. It also gives a true reflection of the whole GCSE being 50% human. This again brings in elements of GCSE's The	Picking up from Tectonic Hazards we use the familiar pattern of; formation, impacts and responses and the 3ps for a variety of atmospheric hazards. This then flows into the skills unit which is based around a different	Skills are taught in KS2 and have been drip taught and reinforced/developed throughout KS3 lessons. This unit reiterates their importance and use, linking to careers and at this point in the year options will have been chosen. To maintain	*Settlement* develops ideas from *Development in Deserts* and *Population in Y8 to build on distant concepts in an engaging place.* Builds literacy and numeracy skills for those who will not continue with Geography into KS4.

	to GCSE for interest and to expand breadth of knowledge.	Development Gap whilst also broadening knowledge and understanding.as we do additional case studies and information. It builds on concepts from Globalisation in Y8 in order to deepen their understanding.	natural hazard; 'tornadoes'.	significance for students who know they are not continuing with Geography at KS4, this unit develops mathematical and scientific skills. It also prepares for those continuing into GCSE superbly as it gives them a checklist of skills all together that will be recapped in KS4. The DME contrasts different urbanisation areas in Africa and Asia (specifically Nigeria and India) where students apply their understanding from the case study of Rio to unfamiliar circumstances, which is in itself a key Geographical skill.	Urbanisation is a key part of the NC and through this we can look at a variety of distant – and interesting – places.
Assessment Opportunities:	Formative, low-stakes assessment underpins every lesson. A1 - Tectonics practice exam q's A2 – Nepal Assessment A3 - EoU Test.	Formative, low-stakes assessment underpins every lesson. A1 – ½ U Test A2 – Recall Test 1 A3 – Namibia Assessment	Formative, low-stakes assessment underpins every lesson. A1 – Comparing Tropical Storms Exam Question A2 – EoU Test A3 – Recall Test 2	Formative, low-stakes assessment underpins every lesson. A1 – Exam questions A2 - EoU Test	Formative, low-stakes assessment underpins every lesson. A1 - GCSE exam questions throughout and levelled
Learning at Home	Home learning will adapt and respond to the arising needs of learners but will focus on consolidation quizzes and time to demonstrate applied geographical understanding.				

Key Vocabulary	Constructive plate Destructive plate Seismic waves Focus Composite cone	Development SoL & QoL Top-down and bottom up development	Weather hazards Latent heat Social/economic/ environmental	GIS Relief Latitude Grid references (4 and 6 figure) Contour line	Site Push and pull factors Natural increase Rural-urban migration
Spiritual, Moral, Social and Cultural concepts covered	The importance of our individual actions in the world. The impact of climate change on people and the environment – with particular attention to marginal environments. The impact of conflict on populations. The impacts of management of risk on people. The difficulty of generalisations and misconceptions to people and spaces.				
Links to careers and the world of work	Every lesson embeds enterprise skills applicable to different careers, with some highlighted specifically in the lesson.				