**GEOGRAPHY**

**YEAR 7**

| **SOW** | **Continents and Countries of the World (ATO)** | **UK Physical Landscapes (MBU)** | **OS Mapwork and GIS (ATO)** | **Microclimate Fieldwork** |
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| **Knowledge and Skills** | * To understand the different types of Geography (human and physical) and be able to apply this to the real world. * To be able to locate places using latitude and longitude. * To be able to locate the continents, oceans and a variety of countries on a world map. * To be able to create a geographical tour of French speaking European countries, describing and explaining choices of key human and physical landscapes. * To be able to describe the location of key physical and human landscapes in North and South America. * To be able to describe the location of key physical and human landscapes in Asia and Africa. | * To be able to describe and explain the key physical processes that impact on rivers and coasts. * To be able to explain how an erosional coastal landform is created. * To describe the location of river landforms and features. * To describe and explain the formation of a river landform. * To describe and explain the causes and effects of river flooding in the UK. * To describe and explain the formation of a glacial landform. | * To demonstrate how direction and scale can be used on an OS Map. * To understand how and why map symbols are used on OS Maps. * to demonstrate how 4 figure grid references are calculated on maps. * To demonstrate how 6 figure grid references are calculated on maps. * To understand how height is shown on OS maps and be able to apply this skill to a map. * To describe a route on a map using a range of OS Mapwork skills. * To demonstrate how GIS can be used to map tourist activities using Digimaps Software. | * To take part in fieldwork to investigate the school’s microclimate. * To use fieldwork techniques to collect data. * To present, analyse and evaluate fieldwork data. |
| **Skills** | See above | See above. | See above. | See above. |
| **Vocabulary** | Geography, Physical, Human, Latitude, Longitude, equator, tropics, cancer, capricorn, continent, ocean, Europe, Africa, America, Africa, Antarctica, Australasia. | Physical, mountain range, erosion, hydraulic action, abrasion, attrition, solution, transportation, deposition, traction, saltation, suspension, solution, weathering, mechanical weathering, chemical weathering, cave, arch, stack, stump, headland, bay, V-shaped valley, waterfall, meander, river cliff, slip-off slope. | compass, direction, scale, distance, symbols, grid reference, height, contour, information, | Microclimate. fieldwork, data methods, data presentation, data analysis, wind direction, wind strength. |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes | Yes | Yes | Not part of a KO (4 lessons max). |
| How does this knowledge link to/build on prior knowledge? | Pupils introduced to continents and oceans of the world at primary school and may have located and investigated using maps Europe, North and South America. Each continent has been studied to investigate human and physical geographical characteristics.  The knowledge is built on by adding links to the French subject taught in year 7.  Pupils introduced to other continents, Africa, Asia and Australasia, comparing cultures and physical characteristics.  Geographical Skills:  Developing knowledge of use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Pupils are taught how to use digital mapping (GIS/ Digimaps) by creating their own GIS mapping work. | Naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Builds on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. | Geographical skills  To build on knowledge of eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps).  To use this information in context when describing routes for a tourist guide.  Development of GIS knowledge using digimaps, some pupils have used this before. | Fieldwork skills are a key element of geographical learning and are required for GCSE Geography. This small unit equips students with the skills needed to perform fieldwork in future years. |
| **Is knowledge embedded consistently across the SOW?** | Fully resourced SOW demonstrates the development of knowledge. | Fully resourced SOW demonstrates the development of knowledge. | Fully resourced SOW demonstrates the development of knowledge. | Fully resourced SOW demonstrates the development of knowledge. |
| **Is all of the vocabulary embedded throughout the SOW?** | Fully resourced SOW demonstrates the development of vocabulary | Fully resourced SOW demonstrates the development of vocabulary | Fully resourced SOW demonstrates the development of vocabulary | Fully resourced SOW demonstrates the development of vocabulary |
| **What (if any) additional vocabulary is needed to access this SOW?** | Links to French vocabulary. | Links to science terminology. | Links to Digital Technology terminology. | n/a |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Time to SHINE provides scaffolds to support extended writing demonstrating the application of knowledge and skills. | Time to SHINE provides scaffolds to support extended writing demonstrating the application of knowledge and skills. | Time to SHINE provides scaffolds to support extended writing demonstrating the application of knowledge and skills. | Time to SHINE provides scaffolds to support extended writing demonstrating the application of knowledge and skills. |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes, the SOW demonstrates the layering of knowledge and skills with the Time to SHINE demonstrating the skill of communicating how continents and cultures vary. | Yes, the SOW demonstrates the layering of knowledge and skills with the Time to SHINE demonstrating how erosional and weathering processes can shape our coasts over time. | Yes, the SOW demonstrates the layering of knowledge and skills with the Time to SHINE demonstrating the skill of using OS Maps and the variety of skills taught.  This links to GIS and its use in the tourism sector. | Yes, the SOW demonstrates the layering of knowledge and skills with the Time to SHINE demonstrating the skill of using and being proficient in fieldwork skills. |

**Year 8**

| **SOW** | **Plate Tectonics (SBL)** | Deserts and Desertification (ATO) | Tropical Rainforests (MBU) | Polar Russia |
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| **Knowledge and skills** | * To define the term ‘natural hazard’ and explain hazard risk factors. * To describe the layers of the earth including the two types of crust. * To describe the global distribution of earthquakes and volcanoes using longitude and latitude. * To describe and explain how volcanoes and earthquakes form at different plate margins. * To describe and explain why volcanic activity is beneficial to the people of Iceland. * To explain why earthquakes and volcanoes cause more damage in urban areas. * To describe and analyse the causes, effects, immediate and long term responses of the 2015 Nepal Earthquake. | * To locate deserts using longitude and latitude using an atlas. * To describe the climatic characteristics of hot deserts and how water can be found. * To describe and explain how plants and animals adapt to hot desert characteristics. * To analyse the opportunities and challenges in hot deserts. * To describe and explain desertification causes and effects. * to evaluate the solutions to desertification. | * To describe where tropical rainforests are located using longitude and latitude? * To compare the UK’s and tropical rainforest’s climate by interpreting climate graphs. * To explain how and why vegetation in the rainforest has layers. * To describe and explain how tribes live in the rainforest. * To describe and explain how rainforest animals adapt to the physical conditions of tropical rainforests? * To analyse how deforestation can be a positive and negative issue? * To evaluate ecotourism opportunities in tropical rainforests. | * To locate key human and physical areas in Russia on a world map * To describe economic opportunities in Russia. * To analyse and explain the health risks of economic opportunities in Russia. * To describe and explain the environmental risks of economic opportunities in Russia. * To explain how animals adapt to the Arctic Tundra and the risks they face. * To describe how humans adapt to the Arctic Tundra and the risks they face. |
| **Skills** | See above | See above | See above | See above |
| **Vocabulary** | hazard, risk, earthquake, crust, mantle, core, magma, molten, convection, tectonic plate, plate margin, destructive/constructive/conservative margin, oceanic/continental crust, dense, subduction, composite/shield volcano, viscous, monitoring, planning, prediction, protection, primary/secondary effects, immediate/long term responses | Desert, Kalahari, Namib, Sahara, evaporation, tropics of Cancer and Capricorn, dehydration, economic, development, desertification,  overcultivation, overgrazing, population, migration, terrorism, malnutrition. | Equator, Tropic of Cancer, Tropical of Capricorn, latitude, temperate, climate, range, ecosystem, canopy, understory, shrub layer, forest floor, biodiversity, tribe, deforestation, ecotourism, sustainable, subsistence farming, commercial farming, | Russia, Russian Federation, Europe, Asia, Ural, Moscow, Rostov, Ukraine, Biakal, Norlisk, Vladivostok, Siberia, economics, politics, development, distribution, Tundra, permafrost, Nenet |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes | Yes | Yes | Yes |
| **How does this knowledge link to/build on prior knowledge?** | Knowledge from Key Stage 2 Human and physical geography: describe and understand key aspects of: physical geography, including: volcanoes and earthquakes.  Builds on knowledge, skills and vocabulary from the Countries and continents of the World and Map skills units of work.  Extends pupils’ knowledge of the world’s countries and their physical and human features. Build knowledge of geographical processes that interact to create distinctive human and physical landscapes that change over time. Increasing knowledge of the complex geographical systems in the world including plate tectonic theory. | Links to prior knowledge of continents and location of climatic areas.  Develops understanding of economic activity and trade links.  Develops understanding of the water cycle and evaporation.  Develops understanding of location and challenges of natural resources, energy, food and minerals. | Knowledge from Key Stage 2  **Locational knowledge:** locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  Pupils may have studied rainforest adaptations when talking about science projects. | Builds locational knowledge - locate the world’s countries, using maps to focus on Europe (including the location of Russia), identify the position and significance of latitude, longitude, Northern Hemisphere, Arctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  Develop human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  Extends pupils’ knowledge of the world’s countries and their physical and human features. Build knowledge of geographical processes that interact to create distinctive human and physical landscapes that change over time. Increasing knowledge of the complex geographical systems in the world through the lens of the largest country.  Extend students locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Russia,focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities |
| **Is knowledge embedded consistently across the SOW?** | Fully resourced SOW demonstrates the development of knowledge. | Fully resourced SOW demonstrates the development of knowledge. | Fully resourced SOW demonstrates the development of knowledge. | Fully resourced SOW demonstrates the development of knowledge. |
| **Is all of the vocabulary embedded throughout the SOW?** | Fully resourced SOW demonstrates the development of vocabulary. | Fully resourced SOW demonstrates the development of vocabulary. | Fully resourced SOW demonstrates the development of knowledge. | Fully resourced SOW demonstrates the development of vocabulary. |
| **What (if any) additional vocabulary is needed to access this SOW?** | Cross over with the Science curriculum. |  | Cross over with the Science curriculum (biology) | Cross over with History related to the USSR and post WWII plus cross over with Science regarding environmental impacts of climate change and resources. |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Time to SHINE provides scaffolds to support extended writing demonstrating the application of knowledge and skills. | Time to SHINE provides scaffolds to support extended writing demonstrating the application of knowledge and skills.  Time to Shine also linked to Oracy where pupils research and present findings to enable others to develop their time to shine content and understanding. | Time to SHINE provides scaffolds to support extended writing demonstrating the application of knowledge and skills. | Time to SHINE provides scaffolds to support extended writing demonstrating the application of knowledge and skills. |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes, the SOW demonstrates the layering of knowledge and skills with the Time to SHINE demonstrating the skill of communicating the complexity of the world. | Yes, the SOW demonstrates the layering of knowledge and skills with the Time to SHINE demonstrating the skill of communicating the complexity of the world. | Yes, the SOW demonstrates the layering of knowledge and skills with the Time to SHINE demonstrating the skill of communicating the complexity of the world. | Yes, the SOW demonstrates the layering of knowledge and skills with the Time to SHINE demonstrating the skill of communicating the complexity and significance of Russia to the wider world. |

**Year 9**

| **SOW** | **Climate Change, Resources, Extreme Weather and Flood Management (LST** | **Development Geography in Africa (LST)** | **Urbanisation in Asia (LST)** |
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| **Knowledge and skills.** | * To describe the process of climate change and global warming and explain the evidence for this. * To describe and explain the human and natural causes of climate change? * To analyse the effects of climate change on the UK and the Maldives? * To evaluate the strategies that the Maldives could use to mitigate the effects of climate change. * To explain how mitigation is helping to reduce levels of CO2 in the atmosphere. * To describe extreme weather and understand why the UK is experiencing more extreme weather. * To evaluate the flood management strategies used to mitigate against river flooding in Glenridding. | * To describe and explain what is meant by the development gap? * To describe the main characteristics of a HIC/LIC and NEE? * To understand the social and economic development indicators used to describe the development of a country. * To explain the main causes of the development gap. * To analyse how water and food supply can impact levels of development (Cheru’s story). * To describe and explain strategies to reduce a development gap. * To analyse and evaluate how the Democratic Republic of Congo can close its development gap. | * To describe and explain the process of urbanisation and understand why rates of urbanisation vary globally. * To understand push and pull factors and how they contribute to rural to urban migration. * To analyse how migration has impacted Mumbai’s characteristics. * To evaluate how urban planning can be used in Mumbai. * To describe and explain the problems facing UK cities. * To evaluate sustainable strategies to help UK cities tackle their issues. |
| **Skills** | See above. | See above. | See above. |
| **Vocabulary** | Climate change, global warming, fossil fuels, alternative energy supplies, fracking, coral bleaching, sea-level rise, mitigation, adaptation, extreme weather, dredging, flood walls, flood warnings. | the development gap, high income country, low income country, newly emerging economy, GNI, HDI, infant mortality, life expectancy, literacy rate, people per doctor, malnutrition, poverty, quality of life, contaminated water, sanitation, Fairtrade, the multiplier effect, appropriate technology, aid. | conurbation, city, town, village, hamlet, urbanisation, rural, HIC, LIC, NEE, rural to urban migration, natural increase, push and pull factors, megacity, informal sector, formal sector, slum, urban planning strategy, CBD, inner city, suburbs, rural urban fringe, traffic management, traffic congestion, sustainable city. |
| **Does the knowledge above marry up with KO?** | Yes. | Yes |  |
| **How does this knowledge link to/build on prior knowledge?** | This SOW endeavours to allow students to investigate global perspectives on a global issue. Throughout Year 7 and Year 8 students study units in isolation, either looking at an issue e.g. deforestation in the Amazon, desertification in the Sahel or a skill e.g. mapwork in Year 7 or a specific location e.g. Russia. The SOW is designed to bring many of these issues, skills and country themes together by seeing them from the perspective of global climate change.  The SOW begins by looking at global warming and the reasons for current rapid climate change, it then looks at how current climate change compares to periods of past climate change, investigating the Pleistocene period, asking the question ‘Is climate change new?’. Students should begin to appreciate that the phenomenon of climate change is not new, but that current global warming is as a direct result of human activities. Students then look at the causes of current climate change, drawing on knowledge from Year 8 (Russian fossil fuels) and deforestation (Amazon deforestation) to understand how human activity results in an increase in greenhouse gases. Students also investigate the impact and consequences of fracking (local Blackpool case study) and understand the contrasting needs of energy security (gas) versus the impact of burning fossil fuels.  The effects of current global warming are then investigated, both in the UK and the wider world, with a focus on rising sea levels in the Maldives using atlas skills, gaining an appreciation of how ice melt is impacting on tourist activities (link to BTEC Travel and Tourism option course in Year 10). Students then go on to investigate how adaptation can assist in the Maldives. Students are expected to complete a ‘Time to Shine’ acting as a decision maker in the Maldives, trying to combat the problem of rising sea levels. This piece of work is evaluative and is designed to engage students in thinking about how the Maldives should plan for the future (evaluation is a key skill required of GCSE geographers). Students then address the mitigation strategies that can be adopted at a local, national and global level to reduce greenhouse gases by investigating the Walney Island Windfarm (local case study) and renewable energy production on the Fylde Coast.  Finally, students end this unit by investigating extreme weather (as a result of climate change) and the increased risk of river flooding (as an effect of climate change). This links directly back to Year 7 learning and students should be able to recall river flooding in Sheffield. Students should be able to transfer their previous understanding of river flooding to look at a new case study (Glenridding, Lake District (Storm Desmond 2015)) and then investigate the responses to river flooding in the UK. A ‘Time to Shine’ activity asks students to decide on the best course of action for managing future flooding in the village of Glenridding, using evaluation skills.  This SOW links directly to the GCSE Geography specification and therefore helps prepare students for some aspects of GCSE content, however, all the case studies and examples used in this KS3 SOW are different to those used at KS4. In addition, while the GCSE specification is about ‘breadth’ of understanding, the SOW at KS3 is far more about depth, therefore preparing students and giving them the skills to understand the issue of climate change in depth, using local and wider world case study examples. | As with the previous SOW in Year 9 (Climate Change), this SOW on Development brings together aspects of learning that students will have encountered in Years 7 and 8, but focuses specifically on the issue of Development, investigating what development looks like around the world, what the causes of a development gap are, the effects of this development gap and the strategies that can be used to close the gap in different environments.  Students should already have an understanding of how different continents and countries have different levels of wealth (Year 7 Continents and Oceans) and have an understanding of how wealth can impact on a country’s progress (Year 8 Rainforests (Brazil) Year 8 Desertification (Sahel)). This SOW attempts to bring this prior knowledge into focus by investigating how the development gap can impact on both human and physical geographies in poorer parts of the world, specifically the African continent.  Students begin by gaining an understanding of the different ways of describing the ‘development gap’, focusing not just on wealth, but also social indicators such as life expectancy and infant mortality. Students then use the website ‘Dollar Street’ to help them visualise poverty. Many of our students think that they live in a poor country; the ‘Dollar Street’ lessons are designed to enable students to ask themselves questions about poverty and gain an understanding about what absolute poverty looks like in terms of personal belongings, living conditions, access to education and healthcare.  Students then complete the ‘Gapminder’ lesson, investigating correlation between measures of development. This builds on students’ graphical knowledge and understanding, drawing on learning from maths. Students begin to see that development indicators are often connected.  The causes of the development gap are investigated, with a focus on colonialism and corruption, linking to British Values and SMSC (moral and cultural).  Students then use their understanding of the development gap to investigate food and water inequality, what this looks like and what the effects of this are (malnutrition, water borne diseases, reduced life expectancy). The first ‘Time to Shine’ in this unit asks students to create an account of the effects of a ‘walk to water’ on a family living in Kenya, drawing on understanding of the impacts of the development gap.  Finally, students investigate the different strategies used by agencies and governments to reduce the development gap, using a case study of the Democratic Republic of Congo on which to base their solutions. Students are actively encouraged to think about the causes and effects of the development gap and look at ‘bottom up’ strategies. This is an evaluative decision making task that hopes to envelop all learning acquired throughout the unit.  Development geography is taught at GCSE level, however this KS3 SOW approaches the content in a very different way and investigates alternative case studies to those studied at GCSE level. This unit helps to equip students with the skills and understanding required to access GCSE level, which is focused on Nigeria and it’s journey to close the development gap.  Development geography is a crucial part of geographical understanding and allows students see how the development gap impacts on human and physical environments across the globe; it allows students to see the ‘bigger picture’ of world poverty and aims to help them see their own place within the world in terms of wealth and life chances. It is taught at this point in Year 9 as the content can be difficult to comprehend, but also because it allows students to evaluate previous case studies in terms of poverty, wealth and the development gap. | This SOW investigates urbanisation. Students will have studied some aspects of urbanisation in Year 7 (continents and countries) and in Year 8 (tectonics) but will not have looked at the reasons for urban growth until this unit. This unitalso links to future learning as students complete a unit on urban issues and challenges in Year 11, although different urban areas are studied more in-depth at GCSE level.  This unit investigates how urbanisation has different features within HIC’s and LIC’s and how this impacts on quality of life for urban populations. Students have already completed a unit on ‘development’ and many of the development indicators studied in the previous unit are recapped here to enable students to understand how urbanisation can impact on quality of life.  Students begin the unit by investigating what urbanisation looks like, looking at what makes a good site for a settlement and the reasons why cities are geographically located on ‘good sites’. They then go on to investigate why cities in LIC’s are growing rapidly, as a result of natural increase and rural to urban migration.  Students then use this knowledge to investigate megacities, looking at why these megacities tend to exist in LIC’s and NEE’s, with a focus on the Dharavi slum in Mumbai.Students investigate the characteristics of slum settlements, gaining an understanding of how poverty impacts on quality of life (including the informal and formal sectors of employment (link to World of Work in Year 8)) The Time to Shine asks students to evaluate the urban planning strategies used in Mumbai to improve quality of life in slum housing.  The focus then moves to urban issues in the UK, investigating the location of UK cities and their structure (CBD, inner city, suburbs and rural urban fringe). Students understand the issues facing UK cities including the development of the rural urban fringe and managing traffic congestion. Students complete the unit by looking at sustainability in cities, investigating how we can make global urban areas more sustainable for the future, with a focus on Masdar in the UAE. The final Time to Shine asks students to design their own sustainable city, including all the sustainability factors they have studied. |
| **Is knowledge embedded consistently across the SOW?** | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed knowledge and recap understanding throughout the unit. |
| **Is all of the vocabulary embedded throughout the SOW?** | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. | YES – see lesson resources and Ppts for each lesson which thoroughly embed vocabulary and recap vocabulary throughout the unit. |
| **What (if any) additional vocabulary is needed to access this SOW?** | Some cross-over with learning in Science, See also section above about how this unit links to previous and future learning in geography. | See section above about how this unit links to previous and future learning in geography. | See section above about how this unit links to previous and future learning in geography. |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. | Time to Shine piece of work have grammar rules embedded and scaffolding is available for weaker students to assist with grammar. |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes – see full SOW. | Yes – see full SOW. | Yes – see full SOW. |