

## 1. The Lithosphere/ Geography Rocks

This unit introduces students to processes underpinning **physical geography**. In Y7, students learned how river landscapes change and have learnt about erosion, transportation and deposition. These will be revisited later in Y8 when studying Coasts. This unit focuses on how geology affects landscapes, both physical and human, specifically through **weathering**. There is also an opportunity to gather data through fieldwork in the school grounds, developing their geographical skills, such as **collecting and recording data**. Furthermore there is a detailed look at the topography at a **range of scales** of the **UK**, the landscape of our **local area**, alongside global case study examples such as **New York**. Pupils will be **interpreting geological maps** to understand the complexity of landscapes. Students will also study **places at different scales** with a focus on the UK and their local area, developing their knowledge and **understanding of places**.



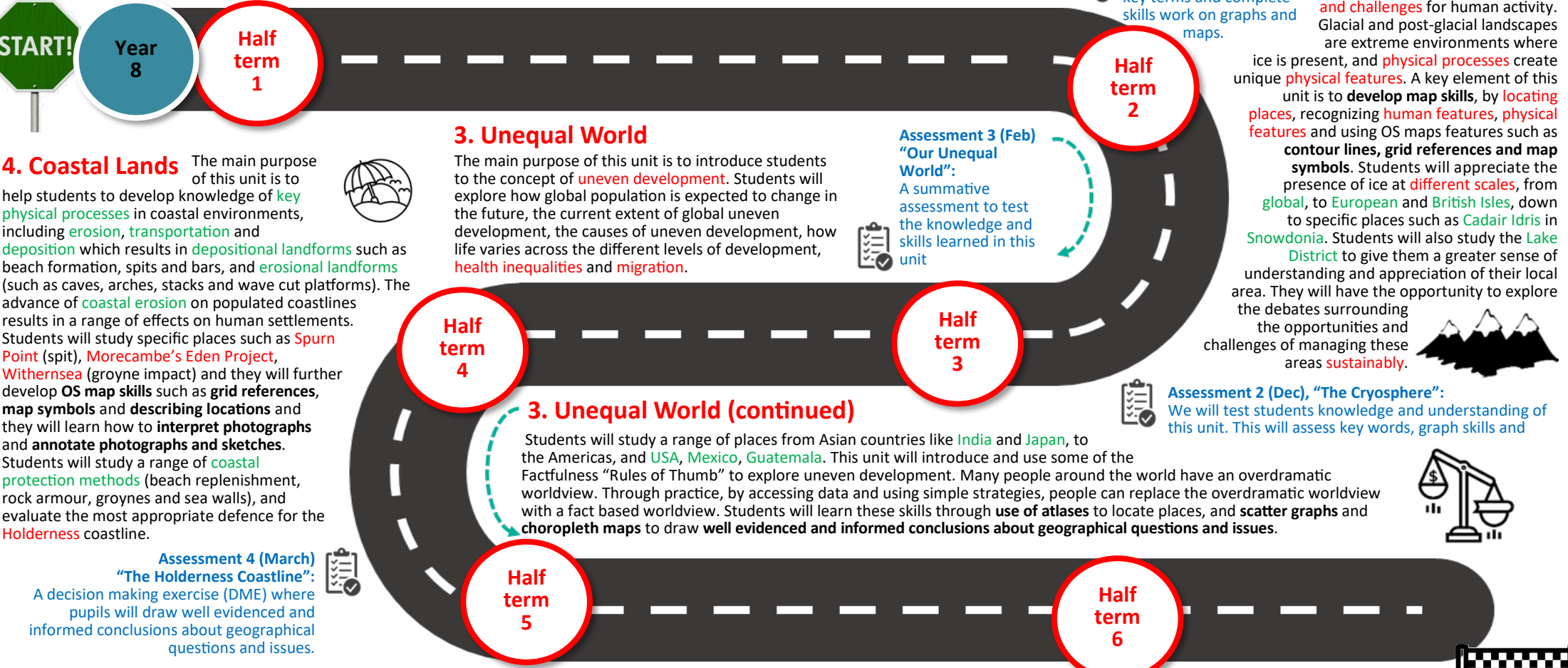
**Assessment 1 (Oct) "Geography from the ground up":**  
Pupils will identify major rock types, key features, key terms and complete skills work on graphs and maps.

## 2. The Cryosphere

This unit follows on from rocks and weathering, to a type of landscape, and its **opportunities and challenges** for human activity. Glacial and post-glacial landscapes are extreme environments where ice is present, and **physical processes** create unique **physical features**. A key element of this unit is to **develop map skills**, by **locating places**, recognizing **human features, physical features** and using OS maps features such as **contour lines, grid references and map symbols**. Students will appreciate the presence of ice at **different scales**, from **global**, to **European and British Isles**, down to specific places such as **Cadair Idris in Snowdonia**. Students will also study the **Lake District** to give them a greater sense of understanding and appreciation of their local area. They will have the opportunity to explore the debates surrounding the opportunities and challenges of managing these areas **sustainably**.



**Assessment 2 (Dec), "The Cryosphere":**  
We will test students knowledge and understanding of this unit. This will assess key words, graph skills and



## 3. Unequal World

The main purpose of this unit is to introduce students to the concept of **uneven development**. Students will explore how global population is expected to change in the future, the current extent of global uneven development, the causes of uneven development, how life varies across the different levels of development, **health inequalities** and **migration**.

**Assessment 3 (Feb) "Our Unequal World":**  
A summative assessment to test the knowledge and skills learned in this unit



Half term 4

## 3. Unequal World (continued)

Students will study a range of places from Asian countries like **India** and **Japan**, to the Americas, and **USA, Mexico, Guatemala**. This unit will introduce and use some of the Factfulness "Rules of Thumb" to explore uneven development. Many people around the world have an overdramatic worldview. Through practice, by accessing data and using simple strategies, people can replace the overdramatic worldview with a fact based worldview. Students will learn these skills through **use of atlases** to locate places, and **scatter graphs** and **choropleth maps** to draw **well evidenced and informed conclusions about geographical questions and issues**.

Half term 5

Half term 6

## 4. Coastal Lands

The main purpose of this unit is to help students to develop knowledge of **key physical processes** in coastal environments, including **erosion, transportation and deposition** which results in **depositional landforms** such as beach formation, spits and bars, and **erosional landforms** (such as caves, arches, stacks and wave cut platforms). The advance of **coastal erosion** on populated coastlines results in a range of effects on human settlements. Students will study specific places such as **Spurn Point** (spit), **Morecambe's Eden Project**, **Withernsea** (groyne impact) and they will further develop **OS map skills** such as **grid references, map symbols and describing locations** and they will learn how to **interpret photographs and annotate photographs and sketches**. Students will study a range of **coastal protection methods** (beach replenishment, rock armour, groynes and sea walls), and evaluate the most appropriate defence for the **Holderness** coastline.



**Assessment 4 (March) "The Holderness Coastline":**  
A decision making exercise (DME) where pupils will draw well evidenced and informed conclusions about geographical questions and issues.



## 5. Middle East

In this unit students will extend their **locational knowledge** and deepen **spatial awareness** of the **Middle East**. They will begin with an introduction to its location and the countries it is comprised of, with a little history. Students will then identify the main physical features and bodies of water surrounding it. They will understand why the Middle East is hot and dry overall and be able to explain using maps and descriptions its **climate zones** and corresponding biomes. A closer look at the people of the area will present an overview of **population density** and the ethnicities and religions present. A deeper look at how developed the region is, through the use of **development indicators**, will reveal a wealth divide created in part by the presence of natural resources. Students will then study how the region has undergone a great deal of **conflict**, with the root cause often being border creation and religious tensions. This is further complicated by the political and military interference by other countries, often it is said with an eye on the oil supplies in the region. Students will further their understanding of **map interpretation** and **mathematical skills** through charts, graphs and data.



**Assessment 5 (May) "The Middle East":**  
A summative assessment to test the knowledge and skills learned in this unit

