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|  | **Topic** | **Essential learning** | **I will be able…** | **Assessed** |
| Autumn term | **1 How to be a brilliant Geographer!**  INTENT- to link KS2 skills with KS3. Bridge the gap from baseline evidence and teacher formative assessment. Create opportunities for pupils to be introduced to the key skills for KS3 and issues that arise from human and physical interactions. | * What is Geography? * Human, physical & environmental geography * What skills will Geography teach you and develop? * What is an enquiry, how should you question like a geographer. * How to effectively use maps. * How to use direction and grid references. * Understanding contours from paper to real life. * How do Geographers use maths? * Global patterns and distribution on a variety of maps. * Local, national and global issues. | * Compare the difference between human and physical geography. * Investigate current news story to decipher are they Geography or not. * Develop an understanding of geography skills e.g. critical thinking, collecting data, describing patterns from a map or graph. * Identify different types of maps from a visual viewpoint, evaluate the usefulness of different maps. * Identify OS map symbols. * Use 4 and 6 figure grid references. * Use 6 figure grid references on an OS map. * I know the 8-point compass and can use direction on a variety of maps and photographs to support grid reference knowledge. * To identify contours on an OS map. * To describe how contours on paper look in real life. * To know how to work out mean, median, mode and range and develop your understanding using data examples and link to how they would be useful. * To describe a graph using T.E.A –trend, evidence, anomaly. * To describe the distribution from a map e.g. location of the world’s deserts. * To evaluate issues, being able to identify pros and cons and make a judgement as to whether it should be built e.g. Sundial Place, housing estate on Brooms Cross Road. | * Mid-point knowledge check * **Dept. marking-** describing a graph using T.E.A * **Dept. marking-**Writing at length, extended writing- Willow Project * Low stakes quizzes formative in lesson * End point knowledge check |

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|  | **2 Investigating Earth**  INTENT- This unit gives pupils a base understanding of physical processes. The topic is hands on with an expectation to teach the majority of the key Geography using practical lessons. Cross-curricular links and collaboration with Science. | * Geological timescale and the history of Earth. * Rock types and their properties. * Rock cycle. Permeable and impermeable rocks. * Infiltration enquiry- fieldwork * Weathering processes- lab lesson. * Factors that affect the rate of weathering- practical. * Rock of the UK and how this has shaped the landscape. * Types of soil, importance of soil-practical * 6 steps of geographical enquiry | * To know how Earth’s history has developed and can describe how the continents moved overtime and how this led to the formation of the British Isles. * To know the three types of rocks. * To identify the differences in the three types of rocks. * To sequence how rocks, move and change through the rock cycle. * To define permeable and impermeable. * To understand how different rocks and surfaces affect infiltrations rates of water. * To complete an enquiry into infiltration rates on difference surfaces around school. * To develop an understanding of a conclusion from evidence. * To complete a scientific experiment into chemical and physical weathering of different types of rock. * To describe the relief of the UK and make links to the type of rock that has created it. * To compare the features of the main soil groups. * To explain why soil is so essential to human life. | * Mid-point knowledge check * Dept. marking- conclusions made from Infiltration rate enquiry. * End point knowledge check * Low stakes quizzes formative in lesson * Summative Synoptic assessment 1-   topic 1 (50%)  topic 2 (50%) |

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|  | **3 World Development**  INTENT- World development is key to understanding the way the world is today. As a nation our own level of development shapes our way of life. An understanding of development helps pupils to understand all other human geography processes and concepts. It makes young people aware of the barriers to development and how improvement and change can have complex challenges. However, this topic also allows pupils to explore how we can support others to develop, globally and nationally to improve life for all. Empathy and cultural capital will be developed through studying migration and the plight of desperate people and how gender equality can support all countries in their journey to developing. | Lesson 1   * Pupils must know the meaning of development. * Compare countries at different levels of development.   Lesson 2   * To know what a development indicator is. * Students can define GNI. * To know the global distribution of developed and under-developed countries. * Skill-ranking.   Lesson 3   * To define HDI and to understand why HDI is a better measure than GNI. * Compare GNI with HDI.   Lesson 4   * To know what the Industrial Revolution was. * How did the Industrial Revolution help the UK to develop?   Lesson 5   * To know what inequality means. * To understand there is inequality across England. * To understand inequality exists in Liverpool   Lesson 6   * To know what the development gap means. * To understand the causes of the development gap. * Why is poverty still here today?   Lesson 7   * Comparing development and opportunities today in Australia and India.   Lesson 8   * How can the develop gap be narrowed. * To understand what gender equality is and how it can reduce the gap.   Lesson 9   * To know what migration means. * To understand how poverty and desperation force people to migrate.   Lesson 10   * To understand the different strategies to reduce world poverty. * Students to know what Aid is and types. | * To define development * Use images to evaluate levels of development. * To describe the distribution (location) of rich countries and poor countries based on GNI. * Compare global countries from their GNI with their HDI. * To evaluate why HDI is a better measure. * Rank data and work out the mean and median. To show an understanding of how mean does not give a true picture of a country and it’s people. * To understand how the UK has developed from the time of the Industrial Revolution. * To know how the Industrial Revolution led to the increased development of Britain. * Describe inequality within England. * Use data on life expectancy and average income to compare the north and south of England. * Create a graph showing average life expectancy within wards in Liverpool. * To know that Liverpool has inequality. * Evaluate the causes of poverty and rank their impact. * Judge the impact and usefulness of the UN development goals. | * Dept. marking- describing the distribution of developed and under-developed countries * Low stakes quizzes formative in lesson * End-point knowledge check |

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| Spring Term | **4 Coast**  INTENT- link to physical processing introduced in Investigating Earth and how geology plays an important role in coastal erosion. Pupils improve their understanding of their local coastal environment and future issues such as sea level rise. | Lesson 1  What is the coast and how do we use it?  The positive and negative aspects of the coast. | * To understand what we mean by coastline. * I can write a definition of a coastline. * To know the different uses of a coast.- look at the tidal barrier renewable energy R. Mersey. * To give my opinion on the positives and negatives of living on the coast. | * Low stakes quizzes * Keyword list 1 &2 * Teacher marked or Peer marked explaining how headlands/bays form * Teacher marked- evaluate the best sea defences. * End-point knowledge check |
| Lesson 2  What is the coast like where I live? The Sefton coast. | * I can describe the coastline where I live.(photographs, aerial map) * I can show my understanding of map skills using an OS map. (4 fig, 6 fig, map symbols, distance/scale) |
| Lesson 3  What are waves and how do they work erode, move and deposit sediment? | * To know what a wave is and how a wave forms. * To describe the 4 types of wave erosion. * To understand that once eroded the waves transport sediment and deposit sediment. |
| Lesson 4 & 5 (peer assess?)  To understand how wave erosion and rock type create headlands and Bay. | * To know that some rocks are hard and some soft. * To understand that erosion rates are different for different types of rock. * I can work with others to build a model of headland and bays. * I can explain how headlands and bays are formed. |

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|  |  | Lesson 6  To understand how beaches are formed through transportation, deposition. | * I can define the terms beach and deposition. * I can draw and explain how beach material moves along the beach (SD) * I can describe the different types of beaches using photographs. * I can label the features of a beach e.g. HTM, LTM, berm, dunes. |  |
| Lesson 7 & 8 (GIS)  To understand why the East coast of England is eroding so fast.  To understand the impact, it is having on people’s lives. | L7   * To use photographic evidence to describe how much land has eroded. * To calculate the amount of land lost each year on average. * I can read and summarise how the erosion is affecting people’s lives.   L8- computer room   * I can use ArcGIS to look at different data such as population, erosion rates for the East coast of England. |
| Lesson 9  To understand how the coastline can be protected. | * I know what coastal protection means. * I can describe the difference between hard and soft engineering. * I can learn about different strategies and sort them into hard and soft. * I can work in pairs / 4s to suggest what type of coastal protection would be the best for the Holderness coast, East England. |

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| Summer Term | **6 Africa**  INTENT – to further pupil’s locational knowledge. Africa is one of the pre-described regions of the world. Pupils will build on the human and physical interactions within the continent. Wide opportunity for cultural capital with close links to the UK. | * The physical and human features of Africa. * History of Africa. * Contrasting levels of development across Africa. * The African biomes and how the biomes link to climate within a region or latitude belt. * Why is the desert where it is? * Understand how plants and animals have adapted to the desert biome. * Sahel region of Africa and how people have adapted to living in the extreme heat * Impact of climate change on desert environments- the Great Green Wall * Population density and distribution across Africa. * Population structure of Nigeria and how it is changing due to development. | * Recall many of the countries in Africa. * To know the key latitude and longitude lines that run through the continent. * To create a map of the key physical features across the continent e.g. Sahara desert, Congo rainforest. * To know what the slave trade was. To develop an understanding of how it has reduced their development level today. * To compare a map of Africa showing the borders before and after the Berlin conference when the borders where changed and divided. * To identify differences and contrast countries within Africa using photographs. * To write a description of development levels using the HDI and ecological footprint map of Africa. * To know the biomes of Africa. * To explain why the desert and rainforest are located where they are. * Locate the Sahel region and show understanding of how places become arid. * Explain how plants, animals and people have adapted to living in the extreme heat (develop upon KS2) * Assess the impact of The Great Green Wall and stone lines as attempts to improve living conditions in the dry arid region, the Sahel. * To describe the population distribution of the whole continent using T.E.A Give reasons for the pattern shown. * To complete a population pyramid for Nigeria and suggest how it might change in the future as the country develops. * Have some understanding of geopolitical links between Africa, past present and future. | * Mid-topic knowledge check * Low stakes quizzes formative in lesson * End of topic knowledge check * Summative Synoptic assessment 2-   topic 1 (10%)  topic 2 (10%)  topic 3 (10%)  topic 4 (20%)  topic 5 (20%)  topic 6 (30%) |
| **7 Weather & Climate**  INTENT - Weather is a part of our everyday life, understanding how weather forms and where different weather forms helps us to understand the features of our planet such as biomes, extreme weather, climate change, risk and how to reduce the risk of weather events, both locally and globally. | * How does heat from the sun create our weather? * Global movement of air, hot air moving towards the poles. * Measuring the weather and the data that is collected. * Low and high pressure * Weather resulting from low and high pressure * Types of rainfall * Types of cloud * The UK’s weather and overall climate * Impact of climate change on the UK’s weather. * Low pressure weather systems- depressions. * Tornado formation- comparison UK and Kansas | * To describe how heat is transferred from the equator to the poles. * To understand that heat moving creates weather through the development of wind. * To know the physical apparatus that measures the weather. * To collect and record weather data on a given day at Holy Family- cloud cover, temperature, wind direction, wind speed. Pick 5 locations. * To assess and evaluate the data and conclude where would be the best location for a wind turbine or solar panel. * To being to identify the different types of weather that low and high pressure bring due to warm air moving to the poles. Link to anticyclone and depressions. * To know the three types of rainfall. * To draw the types of rainfall and describe in a sequence how they form. * Link type of cloud with weather. * To know what an air mass is. * To understand what different air masses arrive to the British Isles. * Explain how the UK being an island affects the weather we receive. * To understand the climate Britain has and compare this climate to other contrasting global climates. * Describe the winter and summer weather created by anticyclones and depressions. * To know what causes a tornado to form over land. * To map where in the UK has recorded a tornado in the last 10 years. Describe the pattern shown. * To compare a UK Tornado with one from tornado alley / Kansas | * Mid-point knowledge check * Low stakes quizzes formative in lesson * Microclimate fieldwork |