|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topic** | **Essential learning** | **I will be able…** | **Assessed** |
| Autumn term | **1 Fascinating Places**  INTENT- to widen pupils locational and place knowledge by introducing pupils to a diverse range of locations / places. | * What is a fascinating place? * the global location of all four places and where they are in relation to the UK and other countries / regions. * Costa Rica * Chernobyl * Denmark * Coral reef * Investigation into each location as a fascinating place. Scope for teacher choice and diversity. | * To locate the fascinating place by writing a full geographical description including links to lines of latitude / longitude. * Costa Rica- To know the meaning of biodiversity. To understand why Costa Rica has high levels of biodiversity. To develop an understanding why Costa Rica is the most sustainable country. To define ecotourism. To understand how ecotourism is a better type of tourism than mass / commercial tourism. * Chernobyl- To know what nuclear power is? To know what happened at Chernobyl. To understand the social and environmental impacts and the local and global issues of the disaster. To evaluate whether the UK needs nuclear power in its future energy mix. * Denmark – to know Denmark has been ranked globally as the happiest place to live. To use data about Denmark to suggest reasons why it is the happiest place to live. * Coral reef- what do we mean by a marine environment. Where is Coral reef’s found? What ocean conditions are needed for coral to thrive. Threats to coral, why is coral endangered? Coral v economic development. | * End-point knowledge check on places and describing places using maps * Recall / quizzes formative in lesson * Target marking- issues relating to coral reef extended writing. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2 Population pressure**  INTENT- an important global issue as the world passed 8 billion. Pupils will see how population growth or decline can have serious consequences for a country and require action on a national level. Pupils to understand that population density can have devastating effects on levels of development. | * Global population growth, reaching 8 billion. * World population distribution. * Over and under populated. * Global growth rates. * How governments have controlled their populations. * Impact of a pandemic on a countries population. * Aging population- Japan * Consequences of an aging population for Japan.   Global impacts of a rising population. | * To describe a line graph showing the world’s population growth. * To explain how major events such as The Black Death affected the world’s population. * To know what a choropleth map is and why it is important for showing patterns. * To describe the global population density using continents, countries. * To suggest reasons for the distribution. * To describe the population distribution of the UK. * To know the meaning of sparsely and densely populated. * To sort different factors into sparse or densely populated. * Create ideas on problems arising from over and under population. * Explain and write down- how can having resources in a country lead to over or under population. * Use simple maths, work out the population growth in just one year. Mean, range. * To define birth and death rates explain how to work out natural increase. * To identify countries where the population is growing and falling. * To suggest reasons for the global growth or decline of populations. * Explain why families in HICs are having less children. * To learn different ways across the world on how governments try to control population growth. * To judge whether the strategy is fake or real. * To understand the positives and negatives of each strategy. * To define pandemic. * To know about historical pandemics and how they affected the population. * To sort out the problems and solutions to an aging population in Japan. * HIV / AIDS – know what it is. How it is spread, start to locate places in Africa which have more cases. * To re-cap population pyramid. * To compare Botswana and the UK. * To describe what could happen to Botswana’s population because of HIV/AIDS. To write a mini essay on there study of HIV / AIDS in Botswana. * To develop place knowledge through a photo study of Japan. * To know what aging population means. * To describe the cartogram map showing countries of the world by age as appearing larger. * To suggest what has caused Japan’s aging population and what might some of the impacts be.   To understand how a rising population has major impacts on the Earth’s natural resources. | * Mid-point knowledge check * Describing distribution of the global population from a choropleth map * Explain why fertility rates are different in LICs / HICs. * End-point knowledge check * Recall/ low stakes formative in lesson quizzes. |
|  | **3 Risky Places**  INTENT- to introduce from a brief start in Y7 Earth science. Focus on the physical processes and develop key vocab. An investigation into a risk on a global scale is included. | * The Earth’s structure. * Continental drift. * Evidence for continental drift. * The global distribution of volcanoes and earthquakes. * What is a volcano? * What are the features of a volcano? * Super volcano- locations, size, contrast to normal, level of impact. * Tsunami-reading example. * Effects of the Boxing Day tsunami.   Response to the tsunami. | * To compare the 4 layers of Earth, developing factual based knowledge on each. * To know what continental drift is. * To understand the physical processes behind plate movement. * Know what evidence there is for continental drift. * To describe the distribution and be clear about the trend. * To know the types of plate boundary. * To compare the similarities and differences between the boundaries. * To describe a type of volcano from a video clip / image. * To label a volcano with key features and labels. * To compare the difference between a caldera and volcano. * To sort the national and global impacts of a super volcano eruption. * To write an explanation to the possible impacts of a super volcano. * To read the extract from Tsunami kids and complete a reciprocal reading task. * To identify some of the key facts such as height of the wave. * To sort the impacts of the Boxing Day tsunami into social, economic, environmental. * To know the three different responses to this Boxing Day event. * To work as a team to critically assess the response needed and make decisions about how to spend money on people to save lives. | * Mid-point knowledge check * Draw and annotate the physical processes that cause volcanoes and earthquakes on plate boundaries. * Recall/ low stakes formative in lesson quizzes. * End-point knowledge check * Summative synoptic assessment 1   Y7 (30%)  Topic 1 (10%)  Topic 2 (30 %)  Topic 3 (30%) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring term | **4 Middle East**  INTENT- Within this topic pupils will develop and improve on their locational knowledge. The students will have a deeper understanding of countries within the Middle East and the physical Geography. Students will be given the opportunity to study physical and human interactions with a study of tectonic processes within the region and how level of development has influenced impact. Students will become aware of how important the Middle East region is to world trade and their own lives. Develop a deeper understanding of sustainability and how human development in the Middle East is leading to over use of natural resources. Finally we will provide students with the opportunity to look at current affairs in the Middle East and discuss empathy for others and develop a greater understanding of how lives are impacted by conflict and human rights. | Lesson 1   * Pupils must know where the Middle East is and can describe the location using latitude, compass direction. Pupils can locate the Middle East on a blank world map * Pupils can locate countries in the Middle East. * Students can describe the physical features of the Middle East from a map.   Lesson 2   * Pupils know what a collision plate boundary is. * Pupils can link the location of mountains in the middle East with collision plate boundaries. * Describe the processes that happen on a collision plate boundary.   Lesson 3   * Students can state the impacts of the Syria-Turkey earthquake. * Students can pick out essential information from a text (news story) linked directly to the impacts. * Students can explain why the level of development in Syria made the impacts worse.   Syria-Turkey earthquake evaluate impacts assessment point  Lesson 4   * Pupils can state what the Suez Canal is. * Describe why it was built. * Be able to use data to describe how important the canal is for world trade. * Understand how a block in the canal can impact lives in Britain.   Lesson 5   * Pupils can describe the climate of the Middle East. * Explain why the region is so dry, pupils start to develop an understanding of air circulation, high pressure. * Explain how animals have adapted to living in dry arid conditions.   Lesson 6   * Pupils can define water stress and water scarcity. * Understand the struggle people face living in dry arid regions. * Explain how technology in hydroponics is helping the green the desert.   Lesson 7   * Pupils can describe what a sustainable city is. * Describe the characteristics of Dubai. * Describe the sustainable and unsustainable aspects of the city.   Evaluate how sustainable the city is / is not and the impact excessive resource use can have, assessment point  Lesson 8   * Students can state the definition of conflict. They can state what conflict is currently happening in the Middle East. * Impact of Palestine- Israel conflict on people both in the middle East and in communities in Britain.   Lesson 9   * Students to know what human rights are. * Students to know what the Equality Act is and what we mean by ‘protected’ characteristics. * Students can compare rights in Saudi Arabia with the UK. * Students develop awareness of inequality. | * To link the Middle East to a news story or event to introduce. * To identify whether they have ever been to the Middle East. * Use a map of the Middle East to locate places. * To use the physical features map to write down a description of the physical geography. * To use GNI data to look at wealth in the Middle East. Compare oil producing nations with there wealth, be able to assess whether there is a correlation. * To create a choropleth map from HDI data and compare to GNI alone. * To know the 3 biomes found in the Middle East. * To explain why the desert is dry. * To understand how plants such as succulents have adapted to the harsh dry climate of the desert. * To know the meaning of water stress and the causes of lack of water. * To work out the % increase in population. * To understand how an increase in population can lead to even more water stress. * Be able to justify whether Dubai is a sustainable city using statements. * To practise using PEE and write mini paragraphs on an issue in Dubai and how sustainable it is or not. * To know what migration is. * Sort the push and pull factors of migration. * To develop knowledge and understanding about the issue, evaluate the pros and cons of the issue. * To write an answer to an extended question. It must include intro, PEE paragraphs and a conclusion. | * Recall/ low stakes quizzes, formative assessment in lesson * Dept. marking- Syria- Turkey earthquake question * Dept. marking- Sustainability in Dubai task * End-point knowledge check |
| **5 Urbanisation**  INTENT- that pupils develop a sense of curiosity about cities and their characteristics. We want students to understand why the world is becoming more urban and what is driving this process forward. We want our students to consider the positive and negative aspects of cities across the world and closer to home.  The topic will develop pupils understanding of other cultures through visual images and comparing their life to others in their urban environment. | Lesson 1  To know the meaning of the term urbanisation.  To know the opposite of urban is rural.  To understand the characteristics of urban cities across the world.  To understand that the world is becoming more urbanised.  Lesson 2  To know what a Megacity is.  To know the locations of global Megacities.  To understand across the world where is more/less urban.  To develop a sense of Megacity scale.  Lesson 3  Ideas- migration focusing on migration to London/ multiculturalism, London becoming overpopulated, housing crisis in London or Manchester, growth of Manchester, look at Victorian Manchester, Manchester slums, Media city, positives/negatives today of living in cities (kids could complete survey and pool results) Mumbai Dhavari slums, cities in LIC/NEEs, sustainable cities   * How did advances in technology lead to a more urban world? * Urban and rural differences compared. * Factors that have led to urbanisation. * Urbanisation around the world. * Rural – urban migration. * Is urbanisation linked to wealth? * Why do people move into urban areas? * Positive and negative aspects of living in a city. * Life in a slum. * Sustainable cities. * Oslo, Denmark- features of the city that make it sustainable. | * to define urbanisation. * to define rural * to describe the features of a city * to use facts and give reasons why urbanisation across the world is increasing. * To define what a Megacity is and develop a sense of how big they are. * To locate some Megacities on a world map. * To describe a choropleth map showing global urbanisation. * To develop an understanding of why some places are more urbanised than others. * To understand why rural – urban migration is causing urban growth. * To complete a scatter graph and describe the correlation. Draw a link of best fit. * To read a life story of a migrant who has moved to an urban area. This could be with the UK or global. * To compare a rich city with a lot of visible opportunities e.g. New York. London with a LIC city that has slums such as Mumbai, Dhaka. * To understand the social, economic and environmental issues faced by people who live in slums. * To write a diary linked to Life in Slums. * To understand what a sustainable city is. * To categorise features of a city into sustainable and unsustainable. * To investigate Oslo, Norway and their sustainable city statues. * To explain ‘what makes a city sustainable’? | * End-point knowledge check * Recall / low stakes quizzes formative assess lesson * Teacher feedback/PP- * Teacher feedback/PP- |
| Summer term | **6 Rivers**  INTENT – To develop further the physical processes that shape our planet. This unit links to weathering in Investigating Earth and then develops understanding of erosion through river processes. A look at global river systems as well as the UK help to develop pupils place and locational knowledge, as well as skills through OS maps and contour maps. | * Erosive power of water. * Importance of rivers, their use and importance to early settlement and trade. * Local – River Mersey trade * Features of a drainage basin * Global- Mississippi basin. * Water cycle * Focus on infiltration of water and how it can lead to flooding. * The physical erosion processes of water and the landscape it creates. * Natural and human causes of flooding. * Impact of flooding. * Place example of flooding- Pakistan (2022) or Germany (2022) recent. * Reducing the impacts of flooding. | * To know the different uses of a river. * To locate the river Mersey, to compare the River Mersey in the past and present. What was it used for? * To define what a drainage basin is and each of the features. * To describe how rivers change from source to mouth. * To understand the water cycle and how it works. * To explain how lack of infiltration can lead to river flooding. * To develop a wider understanding of the Mississippi drainage basin to support the factual knowledge about river drainage basins. * To describe how rivers, erode the landscape through physical processes. * Use statistical skills- mean and range to work out the size of sediment in a river from example data. Use this to look for what happens to the sediment size the further down the river. * To explain the human and natural causes of river flooding. * Investigate one real life current flood event- when, why, where, impact, reducing the impact. * Rank and justify options to manage river flooding within the UK. * Link to Environment Agency jobs. | * Mid-point knowledge check * Low stakes quizzes formative in lesson * End-point knowledge check * Summative synoptic assessment 2 | |
| **7 Asia**  INTENT- open up students ,locational knowledge and understanding of how diverse the continent of Asia is. | * Develop an overview of Asia and widen individual perceptions of the continent. * Physical features of Asia. * Biomes in Asia. * International borders. * How can borders create conflict. * Relationship and history between India and Pakistan. * Comparing levels of development in India and Pakistan. * Monsoon * How does the Monsoon climate differ to that of the UK? | * To describe Asia from photographs. To address misconceptions of Asia. * To create a fact file about Asia. * To identify physical and human geography features. * To locate physical features accurately onto a blank map. * To define a biome. * To link images of biomes with the correct one in Asia. * To know what a border is. * To categorise examples into physical and human borders. * To identify the location of the Pakistan and India border. * To know the history of the border between India and Pakistan. * To understand how the border between India and Pakistan has led to uneven development. * To know what a Monsoon is. * To know what a climate graph is. * To finish off a climate graph for Mumbai India and the UK. * To sort the positive and negatives of having Monsoon rainfall. | * Mid-point knowledge check * Recall / low stakes quizzes formative assessment in lesson * End-point knowledge check | |