

		Year 7	Year 8	Year 9
		Geography of the United Kingdom	Climate Change	Geology
Autumn 1	Content (Why)	This unit introduces students to the geography of the United Kingdom , developing their understanding of the country in which they live and its place within the wider world. Students build their locational knowledge and explore the physical and human characteristics that make different parts of the UK distinctive. The unit provides essential foundations for future geographical study, including population, urbanisation, landscapes, weather and economic activity.	This unit develops students' understanding of climate change as a major global geographical issue . It builds on previous learning about weather and climate, extreme environments and different places around the world. Students explore how and why the Earth's climate is changing and how the impacts vary between locations. The unit provides important foundations for later study of climate change, extreme weather, ecosystems, development and resource management .	This unit develops students' understanding of the geological processes that shape the Earth and how these processes can create natural hazards. It builds on previous learning about volcanoes and the structure of the Earth by developing students' understanding of rocks, plate tectonics and earthquakes. The unit provides important foundations for later study of tectonic hazards, dangerous environments and the relationships between physical processes and human activity .
	Content (What)	Students investigate the location and characteristics of the UK, including its four countries, capital cities, major cities, surrounding seas and important physical features. They explore the distribution of population, major upland and lowland areas, rivers and settlements, while considering how the physical and human geography of the UK varies from place to place.	Students investigate the evidence and causes of climate change , including natural processes and increasing greenhouse gas emissions from human activity. They explore environmental, social and economic consequences in different parts of the world. Students examine how people and places are responding through mitigation and adaptation , including renewable energy, reducing emissions, flood protection and adapting agriculture and settlements to changing conditions.	Students investigate the structure and geology of the Earth , including rocks, the Earth's internal layers and the movement of tectonic plates. They explore different types of plate boundary and how tectonic movement causes earthquakes. Students investigate how earthquakes are measured and consider their primary and secondary effects , alongside immediate and long-term responses. They also explore why the impacts of earthquakes vary between different places around the world.
	Acquire (Knowledge)	- Know the location of the UK and identify its four countries, capital cities, major settlements and surrounding seas. - Understand the key physical features of the UK, including major rivers, upland and lowland areas and distinctive landscapes. - Understand the distribution of people and settlements across the UK and how physical and human characteristics vary between	- Understand the evidence and natural and human causes of climate change, including the enhanced greenhouse effect. - Know the major environmental, social and economic impacts of climate change and understand why these vary between different places and populations.	- Understand the structure and geology of the Earth, including how the movement of tectonic plates is driven and how different plate boundaries operate. - Know how and why earthquakes occur, how their magnitude and impacts can be measured, and the difference between primary and secondary effects. - Understand why the impacts of earthquakes

		different regions.	Understand the difference between mitigation and adaptation and know examples of strategies being used to respond to climate change.	vary between places and how preparation, protection and responses can reduce their effects.
	Apply (Skills)	Students apply their knowledge through a range of geographical skills, including using atlases, maps, compass directions, scale, grid references and geographical coordinates to locate and describe places. They interpret physical and human maps, photographs and geographical data to identify patterns and differences across the UK. Students develop their ability to describe location, compare places and use geographical evidence to explain the physical and human characteristics of the United Kingdom.	Students apply their knowledge by interpreting climate graphs, maps, photographs and numerical data to identify evidence of climate change and patterns in its impacts. They compare how different places are affected and use geographical evidence to explain why vulnerability varies. Students develop their ability to describe, explain, compare and assess different responses to climate change, using evidence to make reasoned judgements about how effectively people and places can adapt to a changing climate.	Students apply their knowledge using maps, diagrams, photographs and geographical data to identify patterns in the global distribution of earthquakes and explain their relationship with plate boundaries. They interpret evidence about earthquake magnitude, impacts and responses and compare events in contrasting locations. Students develop their ability to describe, explain, compare and assess , using geographical evidence to make reasoned judgements about why earthquake impacts vary and how effectively communities can prepare for and respond to tectonic hazards.
Autumn 2	Content (Why)	This unit develops students' understanding of some of the world's most extreme and challenging environments and the physical processes that create them. Students build on their locational and physical geography knowledge by exploring how climate and landscape influence ecosystems, human activity and settlement. The unit introduces important geographical concepts that provide foundations for later study of hot deserts, cold environments, climate change, ecosystems and development .	This unit develops students' understanding of India as a diverse and rapidly changing country , building on their wider locational knowledge of Asia. Students explore the connections between India's physical landscapes, climate, population and economic development. The unit provides important foundations for later study of urbanisation, development, population, climate and globalisation , while developing students' ability to investigate a contrasting place at a range of geographical scales.	This unit develops students' understanding of what an economy is and how economic activity influences the development of countries and the lives of people. Building on previous learning about globalisation and development, students investigate how employment, resources, trade and investment contribute to economic change. Nigeria provides an important case study of a rapidly developing and increasingly influential African economy, providing foundations for later learning about development, globalisation, resource management and changing economic activity .
	Content (What)	Students investigate the location and characteristics of extreme environments across the world, including hot deserts, polar and other cold environments . They explore the climatic and physical conditions found within these environments and investigate how plants, animals and people have adapted to survive. Students consider the opportunities and challenges associated with	Students investigate India's location and its major physical and human characteristics. They explore significant landscapes and features including the Himalayas, River Ganges, Thar Desert and major cities , alongside variations in climate and population distribution. Students investigate India's growing economy, culture,	Students investigate the meaning of an economy and explore the primary, secondary, tertiary and quaternary sectors . They examine how the structure of an economy can change as a country develops. Using Nigeria as a case study, students explore its location, population, natural resources and major industries, including the importance of oil and international

		extreme environments and how human activity can place these fragile environments under increasing pressure.	urban development and connections with the wider world, considering the opportunities and challenges created by rapid population and economic change.	trade . They consider Nigeria's growing role in the global economy alongside the opportunities and challenges created by rapid economic development.
	Acquire (Knowledge)	- Know the global distribution and characteristics of extreme environments, including hot deserts and cold environments. - Understand how climate and physical conditions create extreme environments and how plants, animals and people have adapted to survive within them. - Understand the opportunities and challenges associated with extreme environments and how human activity can affect their sustainability.	- Know the location of India and identify its major cities, regions, rivers and significant physical landscapes. - Understand how relief, rivers and climate influence India's population, settlements and human activities. - Understand how population growth, urbanisation and economic development are changing India and strengthening its connections with the wider world.	- Understand what an economy is and know the characteristics of the primary, secondary, tertiary and quaternary economic sectors. - Understand how and why the structure of an economy changes as countries develop and become increasingly connected to the global economy. - Know how natural resources, industry, trade and investment have contributed to Nigeria's economic growth and understand the opportunities and challenges this creates.
	Apply (Skills)	Students apply their knowledge by using world maps, climate graphs, photographs and geographical data to locate, describe and compare extreme environments. They analyse temperature and precipitation patterns, identify relationships between climate and ecosystems, and use geographical evidence to explain adaptations. Students develop their ability to describe, compare and explain geographical patterns and begin to make reasoned judgements about the challenges of living in and sustainably managing some of the world's most extreme environments.	Students apply their knowledge using maps, atlases, photographs, climate graphs and population and economic data to investigate geographical patterns across India. They compare different regions and environments, analyse relationships between physical and human geography and explain why population and development vary across the country. Students develop their ability to describe, compare, explain and assess , using geographical evidence to make increasingly reasoned judgements about the opportunities and challenges facing India.	Students apply their knowledge using maps, photographs, graphs and economic and development data to investigate Nigeria and its changing economy. They interpret employment and trade data, identify changes in economic structure and explain relationships between resources, globalisation and development. Students develop their ability to describe, compare, explain and assess , using geographical evidence to make reasoned judgements about the benefits and challenges of Nigeria's economic growth.
Spring 1	Content (Why)	This unit develops students' understanding of settlements and the places in which people live . Building on their knowledge of the geography of the UK, students explore why settlements develop in particular locations and how they change over time. The unit introduces important human geography concepts that provide foundations for later study of population ,	This unit develops students' understanding of how powerful physical processes shape the Earth and create both hazards and distinctive landscapes . It builds on previous learning about extreme environments, climate and global landscapes by exploring contrasting processes associated with tectonic activity and glaciation.	This unit develops students' understanding of Russia and the Arctic as distinctive and globally important geographical regions . It builds on previous learning about Europe, Asia and extreme environments by exploring how Russia's vast size, northern location and physical geography influence its climate, population and economic activity. The unit also develops students'

		urbanisation, development and changing cities.	Students consider how people interact with these dynamic environments, providing foundations for later study of plate tectonics, natural hazards, climate change and glaciated landscapes.	understanding of the North Pole and Arctic environment , providing foundations for later study of climate change, ecosystems, resources and global geopolitics.
	Content (What)	Students investigate different types of settlement, from isolated places and villages to towns and cities , and explore their characteristics and functions. They examine the factors influencing the site and situation of settlements, patterns of settlement and how land is used within urban areas. Students consider why settlements grow and change and how factors such as transport, employment, services and population influence the places where people live.	Students investigate the formation and characteristics of volcanoes and glaciated landscapes . They explore the structure of the Earth, plate movement and how tectonic processes lead to volcanic activity, alongside the hazards and opportunities associated with living near volcanoes. Students also investigate how glaciers form and move and how processes such as erosion, transportation and deposition create distinctive glacial landforms.	Students investigate the location and physical and human geography of Russia , including its major cities, landscapes, climate zones, population distribution and natural resources. They explore the characteristics of the Arctic and North Pole , including its climate, sea ice and ecosystems. Students consider how people have adapted to living in cold environments and investigate the increasing opportunities and challenges associated with climate change, resource extraction and changing Arctic environments .
	Acquire (Knowledge)	- Know the different types, patterns and functions of settlements and understand how settlements can be organised into a hierarchy. - Understand how site, situation and physical and human factors influence the location, growth and development of settlements. - Understand how settlements change over time and how population, employment, transport and services influence the characteristics of different places.	- Understand the basic structure of the Earth and movement of tectonic plates, including how these processes can lead to volcanic activity. - Know the causes, impacts and opportunities associated with volcanoes and understand why people continue to live in areas of volcanic risk. - Understand how glaciers form, move and shape landscapes through processes of erosion, transportation and deposition.	- Know the location and major physical and human characteristics of Russia, including its landscapes, climate, population distribution and natural resources. - Understand the characteristics of the Arctic and North Pole and how plants, animals and people are adapted to extreme cold environments. - Understand how climate change is affecting the Arctic, creating environmental challenges alongside changing opportunities for resources, transport and human activity.
	Apply (Skills)	Students apply their knowledge using maps, photographs, satellite images and geographical data to identify, describe and compare different settlements. They use map skills to recognise settlement patterns and investigate how land use and functions vary between places. Students develop their ability to describe patterns, compare settlements, explain their location	Students apply their knowledge using maps, photographs, diagrams and geographical data to identify and explain volcanic and glacial features. They interpret evidence to investigate the causes and impacts of volcanic hazards and compare how people experience and respond to dangerous environments. Students use	Students apply their knowledge using maps, atlases, climate graphs, photographs and population and environmental data to investigate Russia and the Arctic. They identify relationships between climate, physical geography and population distribution and compare different regions of Russia. Students interpret evidence of environmental change in the Arctic and

		and growth, and use geographical evidence to make reasoned judgements about how settlements shape where and how people live.	geographical terminology and evidence to describe, explain, compare and assess , developing reasoned conclusions about how physical processes shape landscapes and influence people.	develop their ability to describe, compare, explain and assess , using geographical evidence to make reasoned judgements about the opportunities and challenges created by a changing Arctic environment.
Spring 2	Content (Why)	This unit develops students' understanding of the physical and human geography of Kenya , allowing them to explore a contrasting location beyond the UK. Students investigate how physical processes have created Kenya's distinctive landscapes and how these landscapes influence ecosystems, settlement and economic activity. The unit builds students' knowledge of Africa and challenges simplistic perceptions by exploring Kenya as a geographically diverse country with varied landscapes, environments and opportunities.	This unit develops students' understanding of how countries and people around the world are becoming increasingly interconnected through globalisation . Students build on their knowledge of places such as Kenya, India and Asia to explore why levels of development vary and how global connections can create both opportunities and challenges. The unit provides important foundations for later study of development, international trade, population, urbanisation and resource management .	This unit develops students' understanding of Australia as a geographically diverse country with distinctive physical landscapes and ecosystems . It builds on previous learning about extreme environments, climate and physical processes by exploring how Australia's landscapes have been shaped and why many are globally significant. The unit also develops students' understanding of the relationship between people and the natural environment, providing foundations for later study of ecosystems, climate change, resource management and environmental sustainability .
	Content (What)	Students locate Kenya within Africa and the wider world before investigating its major physical features and landscapes, including the Great Rift Valley, mountains, savannah and coastal environments . They explore how tectonic activity and other physical processes have shaped the landscape and consider how people interact with these environments. Students investigate the importance of Kenya's landscapes for activities such as tourism, agriculture and conservation , alongside the opportunities and challenges these create.	Students investigate what development and globalisation mean and explore how development varies around the world. They examine different indicators of development, including income, life expectancy, education and access to services. Students investigate the role of international trade, transnational corporations, technology, transport and global connections in changing countries and communities. They also consider strategies used to reduce the development gap, including aid, trade and investment.	Students investigate the location and physical geography of Australia and explore some of its major natural wonders, including the Great Barrier Reef, Uluru, tropical environments and desert landscapes . They examine the physical processes responsible for creating these environments and investigate their ecological and cultural importance. Students also consider the threats facing Australia's natural environments, including climate change, tourism and human activity , and how these landscapes can be sustainably managed and protected.
	Acquire (Knowledge)	- Know the location of Kenya and identify its major physical features, landscapes and environments. - Understand how physical processes, including tectonic activity, have contributed to the formation of Kenya's distinctive landscapes. - Understand how Kenya's landscapes provide opportunities and challenges for people,	- Understand what development means and know how economic and social indicators can be used to compare levels of development between countries. - Understand the process of globalisation and how trade,	- Know the location and major physical features, landscapes and ecosystems of Australia, including significant natural environments. - Understand the physical processes that have contributed to the formation and characteristics of Australia's distinctive landscapes.

		including through tourism, agriculture and conservation.	technology, transport and transnational corporations have increased connections between people and places. Know the major causes and consequences of uneven development and understand different approaches used to improve quality of life and reduce inequalities.	Understand the environmental and cultural importance of Australia's natural wonders and the challenges associated with protecting and sustainably managing them.
	Apply (Skills)	Students apply their knowledge using maps, atlases, photographs, climate information and geographical data to locate and investigate Kenya. They describe the distribution of physical features, interpret evidence about different landscapes and explain how physical geography influences human activity. Students compare Kenya with previously studied places, developing their ability to describe, compare and explain , while using geographical evidence to make reasoned judgements about the opportunities and challenges presented by Kenya's diverse landscapes.	Students apply their knowledge by interpreting maps, graphs, development indicators and economic data to identify and compare global patterns of development. They analyse relationships between different indicators, compare countries at contrasting levels of development and explain how globalisation affects people and places differently. Students develop their ability to describe, compare, explain and assess , using geographical evidence to make reasoned judgements about the opportunities and challenges created by globalisation and different approaches to reducing the development gap.	Students apply their knowledge using maps, photographs, climate graphs and environmental data to locate, describe and compare Australia's natural environments. They analyse evidence to explain how physical processes have created distinctive landscapes and investigate the pressures affecting fragile ecosystems. Students develop their ability to describe, explain, compare and assess , using geographical evidence to make reasoned judgements about how Australia's natural wonders can be sustainably managed and protected.
Summer 1	Content (Why)	This unit develops students' understanding of the difference between weather and climate and the physical processes that influence atmospheric conditions. Students build on their knowledge of the UK and global environments by exploring why weather varies between places and over time. Understanding how weather is measured and recorded provides an important foundation for later learning about climate change, extreme weather, ecosystems and global climate patterns .	This unit develops students' understanding of how water shapes landscapes and connects physical environments . It builds on previous learning about weather, climate and physical processes by exploring how rivers and coastal systems change through erosion, transportation and deposition. Students also consider the importance of oceans and the interaction between people and water environments. The unit provides foundations for later study of river landscapes, coastal landscapes, flooding, resource management and climate change .	This unit develops students' understanding of the Middle East as a geographically diverse and globally significant region . It builds on previous learning about Asia, climate, development and globalisation by exploring how physical geography, natural resources and human activity influence the region. Students develop a more nuanced understanding of the Middle East beyond common stereotypes, while establishing foundations for later study of resources, development, population, climate change and global connections .

	Content (What)	Students investigate the main elements of weather, including temperature, precipitation, air pressure, wind speed, wind direction and cloud cover . They learn how these are measured using appropriate weather instruments and how weather data can be recorded and presented. Students distinguish between weather and climate and explore factors that influence the climate of different locations, including latitude, altitude, distance from the sea and prevailing winds .	Students investigate the journey of a river from source to mouth , exploring processes of erosion, transportation and deposition and the formation of distinctive river landforms. They study coastal processes and landforms, including the effects of waves, erosion and deposition. Students also explore the importance of oceans as global systems , considering their role in climate, ecosystems, resources and human activity, alongside the challenges created by flooding, coastal erosion and human pressures.	Students investigate the location and geographical characteristics of the Middle East , identifying key countries, cities, physical features and surrounding seas. They explore the region's climate and landscapes, including desert environments and major river systems , and examine patterns of population and settlement. Students investigate the importance of oil, natural gas and water , considering how resources have influenced economic development, urban growth and the Middle East's connections with the wider world.
	Acquire (Knowledge)	- Understand the difference between weather and climate and know the main elements used to describe atmospheric conditions. - Know how temperature, precipitation, air pressure, wind speed and wind direction are measured and recorded using appropriate weather instruments. - Understand how factors including latitude, altitude, distance from the sea and prevailing winds influence the climate of different places.	- Understand the processes of erosion, transportation and deposition and how they shape river and coastal landscapes. - Know the characteristics and formation of key river and coastal landforms and understand how landscapes change over time. - Understand the importance of oceans to people and the planet, including their influence on climate, ecosystems, resources and human activity.	- Know the location of key Middle Eastern countries, cities and physical features and understand the major characteristics of the region. - Understand how climate, water availability and physical geography influence population, settlement and human activity across the Middle East. - Understand how natural resources, particularly oil and natural gas, have influenced economic development, urbanisation and the region's global connections.
	Apply (Skills)	Students apply their knowledge by collecting, recording and interpreting weather data using appropriate instruments and geographical techniques. They construct and interpret graphs, weather charts and climate graphs to identify patterns and compare different locations. Students use numerical and graphical evidence to describe, compare and explain variations in weather and climate and develop their geographical enquiry skills by making observations, analysing data and drawing evidence-based conclusions.	Students apply their knowledge using maps, photographs, diagrams, graphs and geographical data to identify and explain river and coastal processes and landforms. They interpret evidence to investigate changes from source to mouth and compare different coastal environments. Students develop their ability to describe, explain, compare and assess , using geographical evidence to make reasoned judgements about the challenges associated with flooding, coastal erosion and the	Students apply their knowledge using maps, atlases, photographs, climate graphs and population, resource and economic data to investigate patterns across the Middle East. They compare different countries and environments and analyse relationships between climate, resources, population and development. Students develop their ability to describe, compare, explain and assess , using geographical evidence to make reasoned judgements about the opportunities and challenges facing the region.

			sustainable management of rivers, coasts and oceans.	
Summer 2	Content (Why)	This unit develops students' locational knowledge of Asia and their understanding of the enormous physical, human and economic diversity found across the continent. It builds on previous learning about the UK, Kenya and extreme environments by allowing students to compare places at different scales and levels of development. The unit provides foundations for later study of China, population, urbanisation, development, tectonic hazards and globalisation .	This unit develops students' locational knowledge of Europe and their understanding of the physical and human diversity found across the continent. It builds on previous learning about the UK and Asia , allowing students to compare countries, landscapes and populations at different geographical scales. The unit provides foundations for later study of population, development, migration, climate, urbanisation and the UK's connections with the wider world .	This unit develops students' understanding of how people depend on natural resources and energy and why their sustainable management is increasingly important. It builds on previous learning about globalisation, development, climate change and economic activity by exploring the connections between resource consumption, energy production and environmental change. The unit provides foundations for later study of resource management, energy security, sustainability and climate change .
	Content (What)	Students investigate the location and geographical characteristics of Asia , identifying major countries, cities, mountain ranges, rivers and surrounding oceans. They explore contrasting physical environments, from the Himalayas and deserts to tropical environments and major river systems . Students also investigate patterns of population, settlement, economic activity and development, considering why Asia contains some of the world's most rapidly changing places.	Students investigate the location and geographical characteristics of Europe , identifying major countries, capital cities, mountain ranges, rivers, seas and surrounding oceans. They explore contrasting physical landscapes and climate patterns alongside the distribution of population and major urban areas. Students also consider how transport, migration, trade and economic activity connect different European countries.	Students investigate different types of natural resources and fuels , distinguishing between renewable and non-renewable resources. They explore the use of fossil fuels, including coal, oil and natural gas , alongside renewable energy sources such as wind, solar and hydroelectric power. Students consider how patterns of energy supply and demand vary between countries and examine the economic, social and environmental advantages and disadvantages of different energy sources.
	Acquire (Knowledge)	- Know the location of Asia, its major countries and cities, and significant physical features including mountain ranges, rivers, deserts and surrounding oceans. - Understand the diversity of Asia's physical environments, climates, populations and settlements and how these vary across the continent. - Understand how population growth, urbanisation and economic development are changing different parts of Asia and creating both opportunities and challenges.	- Know the location of major European countries and cities and significant physical features, including mountain ranges, rivers, seas and surrounding oceans. - Understand the diversity of Europe's landscapes, climates, populations and settlements and how these vary across the continent. - Understand how European countries are interconnected through population movement, transport, trade and economic activity.	- Understand the difference between renewable and non-renewable resources and know how major energy resources are obtained and used. - Know the characteristics, advantages and disadvantages of fossil fuels and renewable energy sources. - Understand why energy demand, supply and security vary between countries and why sustainable resource management is increasingly important.

Werneth Geography Curriculum KS3

	Apply (Skills)	Students apply their knowledge using atlases, maps, photographs, climate graphs and geographical data to locate, describe and compare places across Asia. They identify patterns in physical and human geography and use evidence to explain differences in population, climate, landscapes and development. Students develop their ability to work at different geographical scales and use describe, compare and explain to communicate increasingly detailed geographical understanding.	Students apply their knowledge using atlases, maps, photographs, climate graphs and population and economic data to locate, describe and compare places across Europe. They identify physical and human geographical patterns and use evidence to explain differences between countries and regions. Students develop their ability to describe, compare and explain geographical patterns while using map and data skills to make connections between the UK and the wider European continent.	Students apply their knowledge using maps, graphs, photographs and energy data to investigate patterns of resource production and consumption. They compare different energy sources and analyse their economic, social and environmental impacts. Students develop their ability to describe, explain, compare, assess and evaluate , using geographical evidence to make reasoned judgements about which approaches to energy production and resource management are most appropriate in different geographical contexts.