Curriculum Overview				
Year Group 7	**Module**	**Unit of Work**	**Assessment Content**	**Vocabulary mapping**
7	1	**Introduction to Geographical Skills**: KS2 Geography Knowledge: • To inspire in pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. • To equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. Why this? • This topic supports a link between KS2 geography reviews both physical and human geography. Additionally, introduction to	Nature and content of test/assessment • In lesson post learning check at the end of the module. • This module is also included in the end of year assessment.	**Human Geography** The study of the relationship between people places and the environment **Physical Geography** Studying what is naturally occurring on Earth **Continent** A continent is a huge area of land. It is normally divided into different countries. **Environment** The natural world. Where plants and animals live. **The Equator** Line marking the middle of the world, that separates the northern hemisphere and Southern Hemisphere. **The Prime Meridian Line** A line running from the North Pole to the South

		geography inspires and interest for learning about local and global geography Why now? • As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. • Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Students will: Know		Pole separating the Eastern and Western hemispheres. **Relief** The differences in height of the earth's surface. **Contour** A line that marks land of equal height.

		• The 7 continents of the world and major oceans. As well as the 4 countries that make up the UK and their capitals. • How to locate places using latitude and longitude and know key lines of latitude such as the tropics and the equator as well as the prime meridian line. • Basic OS map skills such as 4 and 6 figure grid references, compass directions, measuring scale and how relief is shown. Understand • How to use and demonstrate atlas skills to locate countries and places and find key information. • How to use and demonstrate key OS map skills to locate places and find key information. Be able to • Use map skills in any fieldwork opportunities		

		around the school locality.		
	2	Unit title – Introduction to climate Why This? • Students are introduced to fossil fuels (oil, coal and natural gas) in the context of the introduction to climate change. They are taught how these are non-renewable resources, and that there are renewable energy resources such as wind and solar. Why Now? • The National Curriculum for Key Stage 2 requires students to 'describe and understand key aspects of human geography, including… the distribution of natural resources including energy, food, minerals and water.' Students will: Know • The difference between weather and climate	• In lesson post learning check at the end of the module. • This module is also included in the end of year assessment.	**Ecosystem** A community of things linked together in an environment. **Conservation** The protection of resources and the environment **Fossil fuels** A natural fuel found underground, buried within sedimentary rock in the form of coal, oil or natural gas Climate The average weather conditions of an area over thirty years.

		• Understand why there are different climate zones around the globe • The natural greenhouse effect and the enhanced greenhouse effect Understand • Climate is the average weather conditions of an area over thirty years. • Climate zones are identified and named based on factors such as temperature and precipitation • Biomes are areas of the world that, because of similar climates, have similar landscapes, animals (fauna) and plants (flora). • The Earth's atmosphere contains some greenhouse gases, such as carbon dioxide. These greenhouse gases cause the Earth to retain some of the energy from the Sun,		

		keeping the Earth warm. • The natural greenhouse effect keeps the Earth within the temperature range that is necessary to sustain life • Renewable resources are replenished naturally at fast rate. They are continuously available and will not run out. Non-renewable resources are not replenished naturally at a sufficient rate to replace the amount being used. • Fossil fuels, including oil, coal and natural gas, take thousands of years to form. Because of this, they are considered non-renewable. Be able to • Know why there are different climate zones around the globe		

		• Know the difference between the greenhouse and the enhanced greenhouse effect. • Understand the difference between non-renewable and renewable energy • Know that climate change is leading to a range of impacts globally including more extreme weather events (such as heatwaves) and a rise in sea levels (partly through melting ice masses).		
	3	Unit title – World Development Why This? • Students revisit the distribution of natural resources (KS2) in the context of development, and how access to natural resources is a factor that affects development. Why Now?	• In lesson post learning check at the end of the module. • This module is also included in the end of year assessment.	**Development** When a country changes for the better. **HIC- High income country** A country that is wealthy. **LIC** Low Income Country is a poor country **Social**

		• To build upon the understanding that physical and human processes interact. [For example, physical processes may influence a country's development, and human processes interact with physical to impact flood events]. • To enable geographers, make connections between the physical and human processes and consider how one is shaped by the other. Students will: Know • How development is measured using development indicators and why some are more accurate than others. • Why some countries/continents		Involves people. **Economic** Involves Money **Brandt Line** An imaginary line that split the hemispheres to the rich north and the poor south. **Life expectancy** The age you are expected to live to in a country. **GNI/GDP/GNP** The total money a country has. **Infant mortality** The number of babies that die before they are 1 year old in a country per 1000. **Development Indicators** Statistics that measure the development of a country. **Aid**

		have developed slower than others. What physical and human reasons are there for this. • The advantages and disadvantages of different strategies to boost development in poorer parts of the world. • How a development project – Tree Aid – is working to help improve conditions in Africa. What are the successes of this project? Understand • That measuring development is complex and requires more than 1 development indicator to be used to be accurate. • That there are longstanding human and physical reasons why some countries are less developed. To consider the responsibility of richer		A type of help given from one group to another. **Development** The process of economic, social and environmental progress over time, leading to better quality of life

		nations to help try and reduce the development gap. Be able to • Explain the advantages and disadvantages of different strategies to reduce development. • Explain why Tree Aid is a particularly successful development project.		
	4	Unit title – Rivers Why This? • Students will review the key physical processes of the water cycle from Key Stage 2 then will be taught about the key features of the drainage basin and the processes that operate within them. They will then learn about the causes, effects and responses to flooding, and how humans may manage flood risks. Why Now? • Students are reminded of the importance of fresh water as a natural resource (KS2).	• In lesson post learning check at the end of the module. • This module is also included in the end of year assessment.	**Agriculture** Farming. **Drainage Basin** An area of land drained by a river and its tributaries. **Hard engineering** Human-made structures that help to deal with natural hazards **Soft Engineering** Adaptations that work with nature to limit damage caused by natural hazards **Flood**

		Students will: Know • The key terminology for parts of a river and its drainage basin. • The different landforms found in the upper, middle and lower course of rivers and how they are formed. • How river flooding can affect people and what responses can be taken. Understand • How rivers change as they flow downstream. • How different landforms are created by erosion and deposition in rivers. • How humans can manage rivers and protect against flooding. • How the effects of flooding are different in rich and poor countries. Be able to • Apply their knowledge on rivers to explain the formation of different landforms.		When a river bursts its banks and water spills onto the floodplain. **Erosion** The wearing away of the landscape. **Landforms** A physical feature e.g., a mountain, meander. **Crops** Plants grown on a farm for eating or selling for profit. **Deposition** When material transported by a river is dropped due to a reduction in energy. **Transportation** The movement of material/sediment by the river.

		• Explain the causes, effect and responses of a flooding case study in a rich and poor country. (Boscastle and Bangladesh are the examples taught).		
	5	Unit title – World of Work Why this? • Students will: Gain knowledge about the world of work and the different sectors of industry. The importance of work to support the development of a country. Why now? • Students revisit the uneven distribution of natural resources (KS2) in the context of industries, and how the extraction of natural resources is a primary industry. Know • The four main employment sectors (primary, secondary,	• In lesson post learning check at the end of the module. • This module is also included in the end of year assessment.	**Imports** are goods that are brought into a country. **Exports** are goods that are traded out of the country. **Tariffs** are a type of tax imposed on imported goods **Primary** Industry This is working with raw materials from the earth. **Secondary Industry** This is manufacturing things using raw materials. **Tertiary Industry** The service sector. If you are employed in this, you provide a service to the population.

		tertiary, quaternary) and the typical types of resources, goods and services that are extracted, produced, and traded. • Physical features (e.g. flat land; fertile soil; access to natural resources) and human features (e.g. access to infrastructure) influence the location and distribution of industries, including in the UK. • Trade is the process of buying and selling goods and services. Understand • The proportion of people working in each employment sector changes over time based on human development factors, increased ease of importing and exporting goods, changing education levels, increased mechanisation and the		**Quaternary Sector** Jobs using advanced technology. Hi-tech jobs for highly educated people.

		exhaustion of natural resources. • Be able to • Know that developing countries are likely to have a larger proportion of people working in primary industries than developed countries. Emerging countries are likely to have a large proportion of people working in the secondary sector. Developed countries are likely to have a large tertiary and a growing quaternary sector. • Know that in the UK, the proportion of primary and secondary industries has decreased, and tertiary and quaternary industries has increased because of the above reasons and additional factors, including improvements in communication technology, an increase		

		in disposable income, and higher education levels.		
	5 **5**	Unit title –Middle East Why This? • To study the implications of different actions on people, places and environments. • To develop judgement skills by ranking factors based on their significance or importance in relation to a specific issue. They will use evidence to support their judgements. Why Now? • Students will review the uneven distribution of natural resources (KS2) and its impact on development (7.03) in the context of the Middle East. Students revisit primary industries (7.04) and learn about extracting fossil fuels specifically.	• There is no formal assessment for this module. Pupils' progress will be monitored in class questions and extended writing activities.	**Pilgrimage.** A religious journey, typically to a site of religious importance. **Muhammad** An Arab religious, social, and political leader and the founder of Islam. **Islam** The religion of Muslims, a monotheistic faith regarded as revealed through Muhammad as the Prophet of Allah. **Ageing population:** (noun) A population with a high and increasing proportion of people aged 65 and over, often due to low birth rates and longer life expectancy. **Drought** A prolonged period of below average rainfall. **Life expectancy**

		This is reviewed and built upon in **Science** in Year 8 (8.02), when they are taught how fossil fuels are formed. Students will: They will gain knowledge and understanding of the human and physical geography of the region. They will look at the importance of the region for the rest of the world. The unit will also explore why development across the region is so variable, with a particular focus on Yemen. Students will conclude the unit by investigating why conflict has been an ongoing issue in the Middle East, paying particular attention to the Sykes-Picot agreement and the legacy of this. Know • Within this unit, students will explore the region of the Middle East. They will locate the region and		The age you are expected to live to in a country. **Stakeholders** An individual or group of people who have an interest in a decision or change process. **Standard of living** How wealthy a person or a country is. **Sustainability** Meeting the needs of the present without compromising the ability of future generations to meet their own needs. tax Money that people and businesses

		the countries that make up the region • To know how the human and physical geography of the Middle East has influenced the region • To know why the Middle East is an important economic region of the world Understand • The factors that have led to differences in development across the Middle East • How tourism has grown in the Middle East and why it is an important industry around the world. • How successfully tourism can help countries be less reliant on the oil and gas industry. Be able to • To be able to locate the Middle East and some of its features • Apply their geography knowledge to explain the importance of		

		industry and its positive and negative impacts. • Explain the advantages and negatives of a growth of tourism in a Middle East country and whether this can help development.		
	6	Unit title –Fieldwork/ ***Litter enquiry – fieldwork*** **Why This?** • To introduce fieldwork tasks to students enabling them to understand the importance of geographical investigations **Why Now*?*** • To build upon analysis and curiosity in geography. Know • The six stages of fieldwork and why at the heart of good	Students will complete a fieldwork booklet and analyse the effectiveness of the task. There is no formal assessment for this module. Pupils' progress will be monitored in class questions and extended writing activities.	**Primary data** Data collected by you. **Secondary Data** Data produced by somebody else eg internet, books **Hypothesis** An investigation to be proved or disproved

		fieldwork is the process of enquiry. Understand • Hypotheses are vital for Geography investigations because you are making a best guess as to what you are expecting to find when you carry out your investigation. • Throughout the investigation keep referring students back to the hypotheses/ questions because they need to be able to rationalise everything by saying: *"I am doing/ using … because it helps me to prove my hypothesis true or false by…"* • Ensure that students do not lose sight of the enquiry process as a connected thread. This is a common pitfall in fieldwork where some students may see each		

		section as unconnected and isolated activities. Be able to • Investigate the geography of the school grounds using fieldwork to observe, measure, record and present the human and physical features in the locality of the school using a range of methods • Identify primary and secondary data. • Consider the best methods in which to complete the fieldwork task.		
8	1	Unit title – Population and Migration **Why this?** Building on their previous understanding of development indicators, students will recap and apply these concepts to explore population growth and structure. They will deepen their understanding of population distribution and	• In lesson post learning check at the end of the module. • This module is also included in the end of year assessment	**Poverty** When an individual lacks access to basic human needs such as clean water, shelter, food, work, health care, sanitation and education. **Choropleth Map** A type of mapping where a range of increasingly dark colours is used to

		population change through the analysis of population pyramids. The unit will also cover the challenges posed by aging and youthful populations, as well as migration, including forced and voluntary movements. **Why Now?** This unit is taught at this point in the curriculum as it builds directly on the students' prior understanding of Development (7.03), including key development indicators such as life expectancy, which they were introduced in this unit. Students will: Know • That the world's population distribution is uneven. • That the world's population has risen rapidly in recent years and how population change/growth is shown on different models. • That there are population issues in		represent data grouped into categories. **Development** The process of economic, social and environmental progress over time, leading to better quality of life **Disposable income** The money a person has left to spend after they have paid all their bills. **Diversity** Differences between groups of people and individuals based on ethnicity, race, socio-economic status, gender, language, sexual orientation etc. **Stakeholders** An individual or group of people who have an interest in a decision or change process. **Standard of living** How wealthy a person or a country is.

		different places such as high birth rates in poorer countries and ageing populations in some richer countries. • The reasons why people migrate and the benefits and negatives of international migration. Pupils will focus on one case study of migration. Understand • Reasons why some places have a high or low population density. • How to read population graphs and models such as population pyramids and the demographic transition model. • The economic and social reasons for international migration. • How the UK benefits from international migration as well as some of the challenges this creates. Be able to • Explain why the world's population is not evenly distributed and why it is		**Sustainability** Meeting the needs of the present without compromising the ability of future generations to meet their own needs. tax Money that people and businesses **Immigration** The movement of people into a country. imports Goods brought into a country.

		growing faster in some parts of the world. • Explain push and pull factors that cause people to migrate. • Using Yemen as a case study know forced migration is where the person has no choice but to leave their home for their own survival. •		
	2	Unit title – Coasts Why This? • Students build on their knowledge of river processes from Year 7 by learning about coastal processes. Why Now? • Students review knowledge of erosion, transportation and deposition (7.04) and apply this in the context of coasts. They are taught types of erosion and are introduced to biological, chemical and physical weathering in a geographical context	In lesson assessment at the end of the module. This module is also included in the end of year assessment	**Deposition** When material transported by a river, the sea, wind, glaciers etc. is dropped due to a reduction in energy. **Erosion** The wearing away of the landscape. **Transportation.** The movement of material/sediment by the sea and wind. **Sediment** Material such as sand or clay which can be

		(having been taught these in a different context in science 8.02). Students will: Know • The different types of waves and how they are formed. • The main coastal processes such as erosion, transportation and deposition. • The landforms created by the sea both from erosion and deposition. • How humans can protect against the sea and why sea defences can cause conflict. Understand • Why some parts of the UK will have bigger waves than others. • What the four types of erosion are. • The different strategies chosen as sea defences in local coastal resorts. Be able to • Explain the formation of different landforms in		transported by rivers, waves etc **Hard engineering** Human-made structures that help to deal with natural hazards. **Soft Engineering** Adaptations that work with nature to limit damage caused by natural hazards **Land use** What land is used for e.g., residential, commercial, industrial. landforms A physical feature e.g., a mountain, meander, spit. **Landscape** An extension area of land regarded as being visually and physically distinct.

		diagrams or written form. • Explain the advantages and disadvantages of different sea defences with reference to local case studies such as Seaford, Eastbourne and Birling Gap.		
	3	**Unit title – Ecosystems** **Why This? Why Now?** • Students revisit the concepts of the greenhouse and enhanced greenhouse effect from Year 7. They move on to global precipitation patterns and use climate graphs to compare climates across different regions. Building on their knowledge of global biomes from Year. Students will: Know • Different parts of the Earth receive different amounts of solar insolation because of the Earth's curved	In lesson assessment at the end of the module. This module is also included in the end of year assessment	**<u>Air pressure</u>** The force exerted onto the Earth's surface by the weight of the air. atmosphere the air around the Earth. **<u>Biodiversity</u>** The amount of variety of life there is in a place. Biome. An ecosystem on a large scale that covers parts of continents and whole countries. **<u>Climate</u>** The average weather conditions over longer periods **<u>Climate graph</u>**

		shape and the angle at which the Sun's rays hit the Earth's surface. This causes differential heating. • Differential heating is one of the reasons why air moves in global patterns: a. In some regions, warm air rises, cools, and condenses, forming clouds and precipitation. This leads to a wetter climate. In some regions, cool air sinks, which prevents cloud formation. This leads to a drier climate. • Climate graphs show the average monthly temperature and precipitation for a location over a year. • What an ecosystem is and what its main features are. • The characteristics of a variety of biomes (global ecosystems) and how they are distributed around the world.		A graph showing the average rainfall and temperature in a place over a full year. **Drought** A prolonged period of below average rainfall. **Habitat** An ecosystem on a very small scale e.g., a pond, or hedgerow. **Tropics** The tropics are the regions of the Earth surrounding the equator between the tropics of Cancer and Capricorn

		• An in-depth knowledge of The Taiga and coral reefs in terms of their characteristics, how plants and animals have adapted to live there and what impact humans have on the biomes. Understand • Why different parts of the world have different biomes. How this is affected by the global circulation model. • Explain how the global circulation model affects climates and leads to different biomes around the world. • Understand why different parts of the Earth receive different amounts of solar insolation because of the Earth's curved shape and the angle at which the Sun's rays hit the Earth's surface. • There are opportunities for humans in biomes		

		for example, natural resources and tourism. • Threats to biomes for example, over-exploitation of the natural resources, damage to habitats and reduced biodiversity. • Explain the components of an ecosystem and how they interact. • Read climate graphs accurately. • Explain how ecosystems can be managed sustainably.		
	4	Unit title – Tectonics Why This? Why Now? • Students begin by learning about geological timescales and the structure of the Earth. They revisit their Key Stage 2 knowledge of tectonic plate movement before learning about the formation of volcanoes and the causes of earthquakes, focusing on collision, constructive,	• In lesson assessment at the end of the module. • This module is also included in the end of year assessment.	**Tectonic plate** A large part of the Earth's crust. **Volcano** An opening in the Earth's crust from which lava, ash, and gases erupt. **Earthquake** A sudden or violent movement within Earth's crust followed by a series of shocks.

		destructive, and conservative plate boundaries. Students will: Know • The structure of the earth and how geological processes cause plate movement over time. • The different types of plate boundaries and how the processes here lead to tectonic hazards. • Why humans live in tectonic zones around the world. • How humans can manage hazards to help reduce their effects. How this can differ around the world. • A case study of an earthquake in a rich country and a poor country looking at the causes, effects and responses to the hazard. Understand • How tectonic processes can lead to different		

		hazards and how this can put people at risk. • How living in a tectonic area can provide benefits. • Why hazards cause more severe effects in poorer parts of the world. Be able to • Identify different plate boundaries from diagrams and maps showing plate movement and be able to label key features on diagrams. • Explain the benefits of living in tectonic zones and the different methods of managing the risk. • Explain the effects and responses to two tectonic hazards from the case studies learned.		
	5	**<u>Unit title-Weather Systems</u>** Why This? • In this unit, students begin by revisiting the	.	

		key difference between weather and climate, building on their prior knowledge from Year 7. They then explore, in more detail, the natural factors that influence climate, beyond human-driven climate change. Why Now? • The unit moves on to examine how air pressure systems shape weather patterns in the UK, including the role of high and low pressure in bringing different types of weather. Finally, students zoom out to investigate global extreme weather events such as heatwaves and wildfires and explore the growing evidence linking these events to climate change. Students will: Know • Students consider how extreme weather events affect people.		

		They explore the social and economic impacts on communities, including displacement, pressure on resources, and the challenges of adapting to an increasingly unpredictable climate Students will: Understand • The impacts of, and responses to, a low-pressure extreme weather event in the UK. • The impacts of, and responses to, a high-pressure extreme weather event outside of the UK. Be able to • Students extend their understanding of climate change by examining its connection to extreme weather events on a global scale. Building on their Year 7 knowledge of UK-based impacts		

		such as heatwaves and sea level rise (7.02		
	6 5	**<u>Unit title- Geography of East Africa</u>** This unit is structured more flexibly Why This? Why Now? • In this unit, students explore the geography of East Africa by applying knowledge gained in previous units to this region. They revisit key concepts through the lens of opportunities and challenges in East Africa's diverse landscapes, climates, and human-environment interconnections, deepening their understanding of geographical processes in a real-world context • Students will: Understand • The importance of natural resources in the	• There is no formal assessment for this module. Pupils' progress will be monitored in class questions and extended writing activities.	

		context of studying East Africa. • Land use and tourism (7.03) and how land can be used for tourism. Students are taught about the importance of managing tourism sustainably Be able to • Review map skills from 7.01 and apply them in the context of the East Africa region. For example, they will locate human and physical features using maps and refer to relief on maps. • Recognise forced migration, in contrast to economic migration.		
9	1	Unit title - Climate change Why This? Why Now? • To build upon the introduction unit in year 7 and investigate at a deeper level an understanding of the effect climate change has on the planet.	• In lesson assessment at the end of the module. • This module is also included in the end of year assessment sat in the hall.	**Climate change** The process of the Earth's climate changing over time. **Climate graph** A graph showing the average rainfall and

		Students will: Know • How climate change is monitored and what evidence there is for a changing climate. • The human and natural causes of climate change. • Some of the main human and environmental effects of climate change both for the UK and on a global scale. • How can we manage climate change? What are the main mitigation and adaptation strategies. Understand • What techniques can measure climate change in recent years and through the last quaternary. • That climate change is caused by natural reasons but that human impacts are having a larger impact. The enhanced greenhouse		temperature in a place over a full year. **Greenhouse Effect** The way that gases in the atmosphere trap heat from the sun. Like glass in a greenhouse, they let heat in but prevent most from escaping. **Fossil fuels** A natural fuel found underground, buried within sedimentary rock in the form of coal, oil or natural gas **Renewable Energy** Energy, which is infinite, sustainable and is easily replenished **Raw materials** Natural resources that are used to make things **Pollution** Chemicals, noise, visual, dirt or other substances which have a negative impact on the environment.

		effect should be understood. • The advantages and negatives of mitigation and adaptation strategies. Be able to • Understand how the techniques used to monitor climate change can be used as evidence. • Explain how human actions lead to the enhanced greenhouse effect and the impacts of this. Distinguish between this and the natural greenhouse effect. • Understand the severity of some of the negative impacts of climate change but also understand that some places/regions will experience some positive changes. • Evaluate the responses to climate change. Should mitigation or adaptation be prioritised?		

	2	Unit title - Life in a Newly Emerging Economy Why This? Why Now? • To build upon the development and population units in years 7and 8 and consider how and why some countries develop quicker than others. Introduce the concept that wealth can be invested to improve the quality of life for the people who live there. Students will: Know • What NEE countries are and where they are located around the world. • What BRIC countries and MINT countries are and what shared characteristics they have. • The changing employment structure in NEE countries and how this causes rural-urban migration.	• In lesson assessment at the end of the module. • This module is also included in the end of year assessment sat in the hall.	**Development** When a country changes for the better. **HIC- High income country** A country that is wealthy. **LIC** Low Income Country is a poor country **Social** Involves people. **Economic** Involves Money **NEE** Newly emerging economy (a country that is getting richer fast) **BRICS** Brazil, Russia, India, China and South Africa **MINT** Mexico, Indonesia, Nigeria and Turkey.

		• The opportunities and challenges of living in a city in an NEE country. • Why trans-national companies often set up in NEE countries and the advantages and negatives created by this. Understand • How the physical and human geography of NEE countries has allowed them to make rapid economic growth. • Why rural-urban migration is causing rapid urbanisation in NEE countries. • Why people are moving to Rio de Janeiro in Brazil. What challenges this creates. • The impact of TNCs in NEE countries. Be able to • Explain the distribution of BRIC and MINT countries and how they have changed and developed over time. • Evaluate the benefit of TNCs in NEE countries		

		with reference to at least one case study.		
	3	Unit title – Energy Why This? Why Now? • To improve knowledge of renewable and non-renewable energy and how energy can affect the development of a country. This knowledge is built upon the climate change and development topics. To develop further skills than enable students to interpret and extract information from: bar graphs, double bar graphs, line graphs and double line graphs. Students will: Know • The topical issue of energy, with an opportunity for pupils to consider how the energy mix is changing and how this will continue to diversify in the future. • There are still limitations regarding	• In lesson assessment at the end of the module.	**Fossil fuels** A natural fuel found underground, buried within sedimentary rock in the form of coal, oil or natural gas **Renewable Energy** Energy which is infinite, sustainable and is easily replenished **Raw materials** Natural resources that are used to make things **Tax** Money that people and businesses must pay to the government to fund public services

		renewable/ alternative energies. • Understand • The factors behind the uneven consumption of energy worldwide and how this is influenced, • Investigate to some extent how energy use can support a country's level of development. • energy production in a country, assessing the impacts of this production socially, economically and environmentally. Be able to • Describe the uneven distribution of energy consumption and the reasons for this. • Explain how the global energy mix is changing and the factors which influence this. • Assess the challenges and opportunities linked to renewable and		

		non-renewable energy sources. • Assess the social, economic, and environmental impacts of energy production in a chosen country. • link their learning to the 'Climate Change' unit, showing an understanding of the possible impacts, on a global scale, of continuing to use non-renewable energy sources.		
	4	Unit title – Africa Why This? Why Now? • To build upon the East Africa topic in year 7. To help students consider the challenges faced by Low-income countries. To further understand the development of African countries and why it is still the poorest continent. Students will: Know • An increasing knowledge of the	• There is no formal assessment for this module. Pupils' progress will be monitored in class questions and extended writing activities.	**Development** When a country changes for the better. **Climate** The average weather conditions over longer periods **Climate graph** A graph showing the average rainfall and temperature in a place over a full year. **Aid**

		physical and human geography of Africa. • How the River Nile is important for countries in Eastern Africa and how managing the river can cause issues in international relations. • The importance of tourism and how it can help development. • A focus on the human and physical geography of Kenya. Understand • That Africa is a complex and huge continent, and many perceptions of Africa are incorrect. • How rivers can be important for development and how managing rivers crosses international boundaries. • The advantages and disadvantages of tourism to Kenya. Be able to • Explain the advantages and disadvantages of development projects on the River Nile.		A type of help given from one group to another. **Stakeholders** An individual or group of people who have an interest in a decision or change process. **Standard of living** How wealthy a person or a country is. **Continent** A continent is a huge area of land. It is normally divided into different countries. **Environment** The natural world. Where plants and animals live. **The Equator** Line marking the middle of the world, that separates the northern hemisphere and Southern Hemisphere. **Immigration**

		• Evaluate the benefits of tourism in African countries such as Kenya.		The movement of people into a country. imports Goods brought into a country. **Inequality** Differences in wealth, health and wellbeing. **Infant mortality** The number of babies that die per 1000 before their first birthday. infrastructure the basic equipment and structures (such as roads, water supply etc.) that are needed for a country or region to function properly.
		Unit title –Fieldwork/ **Microclimate – fieldwork** **Why This? Why Now?** Fieldwork units build upon year 7 knowledge and provide opportunities for learning outside of the classroom when collecting primary data. Know • The six stages of fieldwork and why at the heart of good	• Students will complete a fieldwork booklet and analyse the effectiveness of the task. • There is no formal assessment for this module. Pupils' progress will be monitored in class questions and extended writing activities	**Fieldwork –** Practical work undertaken in physical and human environments to investigate geographical questions or hypotheses. **Hypothesis** –A statement which can be proven to be correct or incorrect based on the

		fieldwork is the process of enquiry. Understand • Hypotheses are vital for Geography investigations because you are making a best guess as to what you are expecting to find when you carry out your investigation. • Throughout the investigation keep referring students back to the hypotheses/ questions because they need to be able to rationalise everything by saying: *"I am doing/ using … because it helps me to prove my hypothesis true or false by…"* • Ensure that students do not lose sight of the enquiry process as a connected thread. This is a common pitfall in fieldwork where some students may see each		evidence collected in the field. **Primary data** Data that you collect first hand. **Secondary data** Data that has been collected and published by someone else.

		section as unconnected and isolated activities. • That there are different microclimates in an area, and these are affected by wind speed, perspective, shade etc. Be able to • Investigate the geography of the school grounds using fieldwork to observe, measure, record and present the human and physical features in the locality of the school using a range of methods • Identify primary and secondary data. • Consider the best methods in which to complete the fieldwork task.		
10	1	The challenge of natural hazards - Link to AQA specification	• In class assessment at end of module.	
	2	Living World - In this module we focus on tropical rainforests and hot deserts.	• In class assessment at end of module.	

		- Link to AQA specification		
	3	Physical landscapes of the UK - In this module we focus on coastal landscapes and river landscapes. - Link to AQA specification	• In class assessment at end of module.	
	4	Fieldwork and Geography skills - Pupils will complete two fieldwork enquiries from a local fieldwork day. This will be written up in class. - Link to AQA specification		
	5	Revision and end of year mock - A timetable will be issued covering the three physical modules.	• Pupils will sit a Paper 1 exam based on the three modules. 88 marks.	

11	**1**	Urban issues and challenges - Link to AQA specification - The chosen case studies are Bristol (rich city) and Rio de Janeiro (developing city)	• In class assessment at end of module.
	2	The changing economic world - Link to AQA specification - The case study for a Newly Emerging country is India.	• In class assessment at end of module.
	3	Resource Management - Link to AQA specification - We have chosen to focus on water in depth rather than food or energy.	• In class assessment at end of module.
	4		
	5	Revision and final assessments • Pupils will sit three exams. • Paper 1 – 88 marks based on the physical modules. (studied in year 10) • Paper 2 – 88 marks based on the human modules. (studied in year 11) • Paper 3 – 76 marks based on fieldwork and a decision-making exercise from a pre-received resource booklet.	• Exams to be completed in the school hall.