

Key Stage 3 : Curriculum Information for Year 7 Geography

Year	Autumn Term		Spring Term		Summer Term
7	<p>Introduction to Geography:</p> <p>Studying the 3 types of geography: how we observe and change the world and how we are connected to places around the world.</p> <p>*Human, physical and environmental geography *Our place on Earth *Human processes *Local, national and International connections.</p>	<p>Map Skills:</p> <p>Drawing and interpreting a range of maps to develop map reading skills and awareness of human and physical geography.</p> <p>*Why maps are useful. *Plans *Mental maps *Sketch maps *Grid references *Scale *Distance *Compass directions *Ordnance survey map reading *Symbols and a key *Height *Cross -sections latitude/longitude</p>	<p>Rivers:</p> <p>The processes involved in the movement of water across the landscape. The resulting landforms, benefits and hazards.</p> <p>*The water cycle. How water reaches a river. *The river basin. *A river's long profile *Erosion *Transportation *Deposition *River landforms: channel, waterfalls, meanders, oxbow lakes</p>	<p></p> <p>*How we use rivers River floods (causes, impacts and solutions) *A flood event case study.</p>	<p>Africa:</p> <p>The location of Africa and it's countries. The factors that influence Africa's human and physical geography.</p> <p>*Using maps to locate Africa and identify the different countries *Comparing Africa with other continents *The links we have with Africa *Africa's physical resources, history and population characteristics</p>

Key Stage 3 : Curriculum Information for Year 8 Geography

Year	Autumn Term		Spring Term		Summer Term
8	<p>Population:</p> <p>How the Earth's population is growing. Why the rate of growth is different around the world. How we can become more sustainable.</p> <p>*World population growth *Birth rate *Death rate *Natural increase *Differences between countries *Population density *Demand for resources *Future population *Predictions *Sustainable population growth.</p>	<p>Urbanisation:</p> <p>Where people live. Why settlements were built and how they grow. Why people move to towns and cities. How we can make urban areas more sustainable.</p> <p>*Urbanisation Historical settlement growth rural/urban split *Push and pull factors *Positives and negatives of cities *Shanty towns/slums *Sustainable cities *Case study: Masdar City</p>	<p>Coasts:</p> <p>How waves shape the land and how the coastal landforms are created. How people use the coastline and how they can be threatened by the action of the sea. How the coastline can be managed.</p> <p>*Waves *Tides *Erosion *Transportation *Deposition *Coastal landforms *Headland features Bays and beaches *Wave-cut notches and platforms, spits and salt marshes</p>	<p>Weather and Climate:</p> <p>What causes our weather and climate and the impact it has on us.</p> <p>*The different kinds of weather *How the weather affects us *How the sun causes the weather *The different types of moisture in the air *The structure of the atmosphere *How weather can be measured</p>	

Key Stage 3 : Curriculum Information for Year 9 Geography

Year	Autumn Term		Spring Term		Summer Term
9	<p>Our Restless Planet: Why we experience volcanic eruptions and earthquakes around the world. Where these processes occur. The impacts of and responses to these hazards.</p> <p>*The layers of the Earth *The global pattern of volcanoes/ Earthquakes Tectonic plates *How plates move *The different types of plate boundaries: Constructive, collision, conservative. *How earthquakes occur *Tsunamis</p>	<p>*Case Study: an earthquake event (causes, impacts, responses) *How and why volcanoes erupt. *Why there are volcanoes in Iceland *Case Study: a volcanic eruption (causes impacts responses) *Why people live along plate boundaries.</p>	<p>Retailing and Fieldwork Techniques:</p> <p>Students conduct a geographical enquiry into retailing and customer decisions. They will collect primary data during a field trip to a mall.</p> <p>*The different types of goods, services and shops *The shopping hierarchy The route to enquiry *Hypothesis-testing *Data collection during a field trip Secondary data collection</p>	<p>*Methodology *Data presentation *Analysis *Conclusions *evaluation</p>	<p>International Development:</p> <p>Recognise that people in different countries have different standards of living. Development is more than getting richer. Comparing countries at different levels of development.</p> <p>*What development is *Inequality between people and countries *Development indicators *Mapping indicators *LEDCs/NIC/MEDCs *Case study: A developing country *Case Study: A developed country</p>

