



# Curriculum Information 2017-18

## GEOGRAPHY

### 1. Key Stage 3

| <b>Geography Y7-9 Curriculum Map</b> |                                      |   |                                  |                                  |  | <b>Uthel Laurent</b> |
|--------------------------------------|--------------------------------------|---|----------------------------------|----------------------------------|--|----------------------|
|                                      | <b>Autumn 1</b>                      | <b>Autumn 2</b>                         | <b>Spring 1</b>                  | <b>Spring 2</b>                  | <b>Summer 1</b>                                    | <b>Summer 2</b>      |
| <b>Year 7 Humanities*</b>            | Local area study / Geographic skills | Rivers and flooding<br>OS maps          | Africa: a continent of contrasts | International Development        | Asia, India and globalisation                      | London and the UK    |
| <b>Year 8</b>                        | Russia                               | Weather and Climate/Our warming climate | The UK's natural environment     | Africa: a continent of contrasts | Oceans   | Cold environments    |
| <b>Year 9</b>                        | Earning a living                     | Restless planet (inc. plate tectonics)  | Asia, India and Globalisation    | Living off Earth's resources     | The Middle East : Hot environments and Geopolitics | Our changing cities  |

\*Current Year 7 to follow a different Geography curriculum in Years 8 and 9.



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## GEOGRAPHY Assessment in Key Stage 3:

In Geography, you will receive detailed written feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

| Term          | Year 7   | Year 8   | Year 9  |
|---------------|--|--|---|
| <b>Autumn</b> | OS map skill test<br>Decision making exercise – Siting a Norman castle                                 | Unit assessment: Is Russia a Superpower?<br>Decision making task<br>Unit assessment: Write a letter to President Trump about why he should take climate change seriously | Earning a Living: Who is to blame for the Rana Plaza disaster?<br>Unit Assessment: Earning a Living exam<br>Restless Earth: Essay – ‘The level of development is the biggest factor in determining the level of damage from an earthquake’ Discuss this statement |
| <b>Spring</b> | Extended writing – ‘Why are some countries more developed than others?’<br>How can aid be sustainable? | Unit assessment: Should Heathrow get a new runway? Decision making task<br>Conflicts in National Parks   | Decision making exercise ‘How should India develop in the future?’<br>Decision Making Exam – Living off the Earth’s resources   |
| <b>Summer</b> | End of Year Exams: 15-29.06.18   | End of Year Exams: 15-29.06.18   | End of Year Exams: 11-22.06.18  |



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| Keywords and Subject Specific Vocabulary |   |  |   |  |  | Geography  |
|--|---|--|---|--|--|--|
|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
| <b>Year<br/>7</b>                        | Country<br>Continent<br>Symbol<br>Scale<br>Grid reference<br>Compass                | Hydraulic action<br>Abrasion<br>Attrition<br>Corrosion<br>Traction<br>Saltation<br>Suspension<br>Solution  | Africa<br>Continent<br>Colony<br>Population distribution<br>Biome                                   | Development<br>Development indicator<br>More economically developed country<br>Less economically developed country<br>Human Development Index<br>Quality of life<br>Standard of living | Globalisation<br>Mumbai<br>Bangalore<br>Beijing<br>Shanghai<br>Multi-national company      | Urban<br>Urbanisation<br>Regeneration<br>Migration<br>Brownfield site    |
| <b>Year<br/>8</b>                        | Biome<br>Superpower<br>Soviet Union<br>Moscow<br>Arctic<br>Ukraine                  | Climate<br>Longitude<br>Latitude<br>Anticyclone<br>Depression<br>Emissions<br>Greenhouse Effect<br>Greenhouse Gases<br>Convention<br>Government<br>Sustainable | Topographical<br>National Park<br>Igneous<br>Sedimentary<br>Metamorphic<br>Greenfield<br>Brownfield | Africa<br>Continent<br>Colony<br>Population distribution<br>Biome  | Thermo-haline circulation<br>Thermal expansion.<br>Great Pacific Garbage Patch             | Ice age<br>Ice sheet<br>Tundra<br>Glacier<br>Erosion<br>Antarctic Treaty |
| <b>Year<br/>9</b>                        | Industry<br>Sector<br>Primary<br>Secondary<br>Tertiary<br>Quaternary<br>Agriculture | Geological timescale<br>Tectonic<br>Subduction<br>Constructive<br>Destructive<br>Conservative<br>Plate margin  | Globalisation<br>Mumbai<br>Bangalore<br>Beijing<br>Shanghai<br>Multi-national company               | Natural resource<br>Environment<br>Pollution<br>Extraction   | Syria<br>International Management<br>Response<br>Refugee<br>United Arab Emirates.<br>Qatar | Urbanisation<br>Shanty town<br>Push factor<br>Pull factor<br>Slums       |



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| <b>Geography: How to support your son at home</b>   |   |  | <b>Uthel Laurent</b>  |
|---|---|--|---|
| What sorts of independent work/homework will he get?  | How much help should you give him?  | What are the top three tips for supporting independent learning?   | Useful resources and links  |
| <p>Students are set a variety of work once a week and normally consist of one of:</p> <ol style="list-style-type: none"> <li>1. Research tasks using the internet and library.</li> <li>2. Learning keywords</li> <li>3. Extended writing on key geographical issues</li> <li>4. Skills based tasks e.g. practising skills we have been practising in class, for example map skills.</li> <li>5. Redrafting e.g. using teacher comments to make improvements to an existing piece of work.</li> </ol> | <p>Students should be completing homework independently from classroom teachers and parents. However we would always request that parents ask about the homework and support their son to ensure it is completed. Also wherever possible it is useful to engage your son in conversation about what they have learned or extend their learning.</p> | <ol style="list-style-type: none"> <li>1. <b>Help students to take an interest in world events and news and to develop their understanding of the world.</b> Eg reading a newspaper together or watching the news.</li> <li>2. <b>Involve students in planning journeys</b> – this could be holidays or everyday routes. Alternatively this could be done by testing student’s knowledge of different places.</li> <li>3. <b>Testing students on the geographic vocabulary.</b> Every half term students learn a different topic, each with different list of expected vocabulary. Teachers often carry out spelling tests of these keywords, but parents should also test students on their spelling, definitions and use of these keywords.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>BOOKS:</b> <b>KS3 Geography: Complete revision and practice</b> (CGP books – <a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a>)<br/><b>KS3 Geography: the study guide</b> (CGP books – <a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a>)</li> <li>2. <b>SPECIALIST SOFTWARE:</b><br/><b>Google Earth</b> – A free GIS package with various tools students should be confident in using as part of their Geography education.<br/><a href="http://www.google.co.uk/intl/en_uk/earth/">http://www.google.co.uk/intl/en_uk/earth/</a></li> <li>3. <b>WEBSITE LINKS:</b><br/><b>Ordnance survey website</b> – This website gives students access to a range of different types of maps, as well as a student zone where they can practise their mapping and GIS skills.<br/><a href="http://mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/gismissions/">http://mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/gismissions/</a><br/><b>BBC Schools website</b> – A variety of revision resources, games and video clips to help students reinforce their learning.<br/><a href="http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml">http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml</a><br/><b>Geography map games</b> – A variety of activities where students can test their knowledge of geographic locations against students from around the world.<br/><a href="http://www.geography-map-games.com/">http://www.geography-map-games.com/</a><br/><b>Geocube</b> – A website created by the EU to give students information about 54 key topics, as well as information about what geographers do and what Geography can lead to.<br/><a href="http://www.geo-cube.eu/">http://www.geo-cube.eu/</a><br/><b>NASA’s Earth observatory</b> – Information collected about the Earth from NASA’s visits to space.<br/><a href="http://earthobservatory.nasa.gov/">http://earthobservatory.nasa.gov/</a><br/><b>The CIA World factbook</b> – Contains a variety of information about every country in the world. Provides a useful tool when completing research for assessments.<br/><a href="https://www.cia.gov/library/publications/the-world-factbook/index.html">https://www.cia.gov/library/publications/the-world-factbook/index.html</a><br/><b>Georesources</b> – A website with research links for the topics that students study in Geography across all key stage<br/><a href="http://www.georesources.co.uk/">http://www.georesources.co.uk/</a></li> </ol> |



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## 2. Key Stage 4

| <b>Geography KS4 Topics</b>                       |                      |                             |                                     | <b>Alan Brook</b>   |
|---|----------------------|-----------------------------|-------------------------------------|---|
|   | <b>Topic 1</b>       | <b>Topic 2</b>              | <b>Topic 3</b>                      | <b>Topic 4</b>  |
| <b>Year 10</b><br><b>(Living In the UK Today)</b> | People of the UK     | UK Environmental Challenges | Landscapes of the UK                | Geographical Investigation - Human and physical fieldwork |
| <b>Year 11</b><br><b>(The World Around Us)</b>    | People of the Planet | Ecosystems of the Planet    | Environmental threats to our planet | Revision for Final Examinations                           |

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| <b>KS4 How to support your son at home</b>  |   | <b>Geography</b>   |
|---|---|--|
| What sorts of independent work / homework will he get?  | How you can help  | Useful resources and links   |
| <p>Students are set a variety of work once a week and normally consist of one of:</p> <ol style="list-style-type: none"> <li>1. Research tasks using the internet and library.</li> <li>2. Learning keywords</li> <li>3. Extended writing on key geographical issues</li> <li>4. Skills based tasks e.g. practising skills we have been practising in class, for example map skills.</li> <li>5. Redrafting e.g. using teacher comments to make improvements to an existing piece of work.</li> <li>6. Completing exam questions</li> </ol> | <ol style="list-style-type: none"> <li>1. Help students to take an interest in world events and news and to develop their understanding of the world. E.g. reading a newspaper together or watching the news.</li> <li>2. Discuss what the student has done in their geography class that day. Can they clearly explain the concepts and key skills.</li> <li>3. Testing students on the geographic vocabulary. Every half term students learn a different topic, each with different list of expected vocabulary. Teachers often carry out spelling tests of these keywords, but parents should also test students on their spelling, definitions and use of these keywords.</li> <li>4. Download exam questions and specimen papers from the OCR - A Geography website. They come with mark schemes to help monitor progress</li> </ol> | <p><b>Exam board course link:</b>@ OCR A GCSE Geography</p> <ol style="list-style-type: none"> <li>1. <b>RECOMMENDED REVISION GUIDE:</b><br/><br/>New Grade 9-1 GCSE Geography Revision Guide Paperback – 28 Apr 2017 (CGP books – <a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a>)</li> <li>2. <b>SPECIALIST SOFTWARE:</b><br/>Google Earth – A free GIS package with various tools students should be confident in using as part of their Geography education.<br/><a href="http://www.google.co.uk/intl/en_uk/earth/">http://www.google.co.uk/intl/en_uk/earth/</a></li> <li>3. <b>WEBSITE LINKS:</b><br/>Ordnance survey website – This website gives students access to a range of different types of maps, as well as a student zone where they can practise their mapping and GIS skills.<br/><a href="http://mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/gismissions/">http://mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/gismissions/</a><br/>BBC Schools website – A variety of revision resources, games and video clips to help students reinforce their learning.<br/><a href="http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml">http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml</a><br/>Geography map games – A variety of activities where students can test their knowledge of geographic locations against students from around the world.<br/><a href="http://www.geography-map-games.com/">http://www.geography-map-games.com/</a><br/>Geocube – A website created by the EU to give students information about 54 key topics, as well as information about what geographers do and what Geography can lead to <a href="http://www.geo-cube.eu/">http://www.geo-cube.eu/</a></li> </ol> |

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## Geography Assessment IN Key Stage 4:

| Term   | Year 10  | Year 11  |
|--------|--|--|
| Autumn | <ol style="list-style-type: none"> <li>1. Extended Writing: What are the social and economic impacts of immigration to the UK? Extended writing.</li> <li>2. People of the UK unit test</li> </ol>   | <ol style="list-style-type: none"> <li>1. Extended writing: Why are some countries more developed than others?</li> <li>2. Uneven Development unit test</li> </ol> <p><b>Pre-public exams: 04-15.12.17</b></p> <p>Paper 2 - The World Around Us (1 hour)</p> <p>Paper 3 - Geographical Skills (1 hour 30 minutes)</p>  |
| Spring | <ol style="list-style-type: none"> <li>1. Case Study extended writing: What were the causes, effects and responses to the Somerset Level floods in 2014?</li> <li>2. UK Environmental Challenges Unit test</li> <li>3. Explain how and why a river changes from source to mouth#</li> <li>4. Landscapes in the UK unit test</li> </ol> | <ol style="list-style-type: none"> <li>1. Global ecosystems – Extended writing: What are the threats to the Peruvian Amazon and how is this managed?</li> <li>2. Ecosystems of the planet unit test</li> <li>3. Extended writing: Is El Nino to blame for Australia’s drought issues?</li> <li>4. Environmental threats to our Planet unit test.</li> </ol> <p><b>Pre-public exams</b></p> |
| Summer | <p>Geographical enquiry – How do the characteristics of the river Ravensbourne change from source to mouth?</p> <p><b>Pre-public exams: 09-20.07.18</b></p> <p>Paper 1 – Living in the UK 1 (hour)</p>   | <p><b>Public exam dates: TBC</b></p>   |



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## 3. Assessment Criteria (KS3 and 4)

| <b>STEPS to success criteria</b>  |   |   | <b>Geography</b>  |
|---|---|---|---|
| <b>Strand</b>   | <b>A student on Step 1 can</b>  | <b>A student on Step 5 can</b>  | <b>A student on Step 9 can</b>  |
| <b>Knowledge and understanding</b>  | <ul style="list-style-type: none"> <li>🌐 begin to identify what gives an area character</li> <li>🌐 begin to understand simple human and physical processes</li> <li>🌐 begin to simply describe what places are like</li> <li>🌐 begin to locate geographic features.</li> <li>🌐 begin to understand scale</li> </ul> | <ul style="list-style-type: none"> <li>🌐 analyse differences between a range of places in the UK and in the wider world</li> <li>🌐 analyse physical and human characteristics of places in a range of locations, contexts and scales</li> <li>🌐 analyse differences in the way physical and human processes interact to produce the distinctive characteristics of places</li> <li>🌐 understand how physical and human processes lead to change in places</li> <li>🌐 identify geographical patterns at a range of scales</li> </ul> | <ul style="list-style-type: none"> <li>🌐 have detailed knowledge of a range of global locations, which I have developed independently.</li> <li>🌐 accurately suggest and explain how the characteristics of places change over time, using a wide range of locations, contexts and scales.</li> <li>🌐 Suggest reasons why different stakeholders might perceive places in different ways.</li> <li>🌐 evaluate and analyse processes to independently and critically show how processes create diversity, interdependence and change.</li> <li>🌐 Show knowledge of a wide range of geographical processes, and with place specific details, apply this to familiar and unfamiliar contexts independently.</li> </ul>   |
| <b>Application of knowledge – analysis, interpretation and evaluation</b> | <ul style="list-style-type: none"> <li>🌐 begin to identify how a place has changed over time</li> <li>🌐 begin to express my views on places</li> <li>🌐 begin to identify simple geographic patterns</li> <li>🌐 begin to identify the links between places</li> </ul>  | <ul style="list-style-type: none"> <li>🌐 Analyse differences in the way places change over time.</li> <li>🌐 compare sustainable and other approaches to managing environments</li> <li>🌐 appreciate that different values and attitudes can result in different approaches to environmental interaction and change</li> <li>🌐 analyse geographical patterns, identifying correlations and anomalies.</li> <li>🌐 analyse the links between places to identify the different relationships between places.</li> </ul>                 | <ul style="list-style-type: none"> <li>🌐 accurately explain in depth how complex physical and human processes interact and cause change in different contexts, including unfamiliar locations.</li> <li>🌐 evaluate the sustainability of management choices and provide further suggestions independently that are realistic and consider all elements of sustainability.</li> <li>🌐 Understand complex relationships and patterns in familiar and unfamiliar contexts, with a clear understanding of Geography being a holistic subject (e.g. drawing out links between units in a sophisticated way.)</li> <li>🌐 evaluate the relationships between different places, linking this to current events in detail, to suggest how the relationships may change in the future.</li> </ul> |



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|  |  |   |  |
|--|--|---|--|
| <b>Geographic skills and communication</b> | <ul style="list-style-type: none"> <li> carry out simple tasks</li> <li> use simple geographical words</li> <li> use some of the resources given to me</li> <li> use a limited range of geographic skills</li> </ul> | <ul style="list-style-type: none"> <li> ask relevant geographical questions</li> <li> suggest an appropriate sequence of investigation</li> <li> select information and sources of evidence and identified potential bias</li> <li> present my findings clearly and based my conclusions on evidence</li> <li> use a wide range of geographic words accurately</li> </ul> | <ul style="list-style-type: none"> <li> Develop and design a geographic enquiry on my own</li> <li> use a range of relevant and critically evaluated sources of evidence in an enquiry.</li> <li> justify my findings with well-reasoned conclusions and can link them to wider contexts and issues</li> <li> I can confidently use modern technology in a complex and relevant way to support my study</li> </ul> |
|--|--|---|--|

## New Geography Y7-9 Curriculum Map for current Yr7 Uthel Laurent

|                           | Autumn 1            | Autumn 2                                | Spring 1                         | Spring 2                     | Summer 1   | Summer 2            |
|---------------------------|---------------------|---|----------------------------------|------------------------------|--|---------------------|
| <b>Year 7 Humanities*</b> | Geographical skills | Rivers and flooding<br>OS maps          | Africa: a continent of contrasts | International Development    | Asia, India and globalisation                      | London and the UK   |
| <b>Year 8</b>             | Russia              | Weather and Climate/Our warming climate | The UK's natural environment     | Coasts                       | Biomes:<br>Rainforests<br>Oceans                   | Cold environments   |
| <b>Year 9</b>             | Earning a living    | Restless planet (inc. plate tectonics)  | Population issues                | Living off Earth's resources | The Middle East : Hot environments and Geopolitics | Our changing cities |

### HISTORY

*To follow*