

KS3 Curriculum Map Year 7:

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
What are the principles of Geography?	<ul style="list-style-type: none"> • The concept of space and place including Liverpool's location and students' perception of place. • Sustainability and how Freiburg is a sustainable city. • Globalisation and interdependence case study of Japan as a globalised economy. • The definition of development, the development compass rose and quality of life. • An introduction to demography and including key population statistics. • Physical processes, weathering, erosion, transport, and deposition. • The key concepts on global atmospheric circulation. • The key environmental regions across the Earth. • Opportunities and challenges in the Thar desert. • The opportunities and challenges in Alaska. • The properties of rocks and soils. • The theory of plate tectonics. 	<ul style="list-style-type: none"> • To apply knowledge of a sense of place, locale and location to Liverpool. • Application of the concept of globalisation to Japan. • The application of sustainability to Freiburg. • Application of the demographic transition model to countries at different levels of development. • Population pyramids and their application to countries at different stages of their development. • The application of coastal processes and how they have impacted Mappleton. The use of annotated photographs. • The application of the three-cell model across the planet and what this means for climatic conditions. • To describe and map the distribution of the Earth's major biomes. 	<ul style="list-style-type: none"> • Baseline exam • Retrieval tracking every 3rd lesson. • In depth marked work.

<p>What are the physical and human processes that have shaped my place?</p>	<ul style="list-style-type: none"> • What is the Climate of the UK? • What are anticyclones and depressions and how do they affect the UK? • What processes • Glacial processes and landforms • Drainage basins • River Processes and landforms • River Flooding in York • Economic activity in the UK • Life expectancy in the UK • Migration and the UK 	<ul style="list-style-type: none"> • Understanding of the key human and physical features of the UK. • Interpretation and evaluation of data collected on the environmental quality of the local area. • Interpretation of the structure of UK cities with analysis of Burgess and Hoyt models. • Interpretation and creation of climate graphs of the UK • Assessment of key fluvial processes. • Interpretation of the physical processes that lead to the formation of erosional and depositional landforms. • Assessment of glacial processes • Evaluation of glacial landforms. • Interpretation of flood hydrographs. • Use of York case study to evaluate flood management techniques. • Interpretation of economic activity data in the UK. • Evaluation of the impact of migration on the UK. 	<ul style="list-style-type: none"> • Mid-year knowledge test • End of unit test • Extended writing questions
---	---	--	---

KS3 Curriculum Map Year 8:

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
How am I a Global Geographer?	<ul style="list-style-type: none"> • Concept of globalisation • Factors leading to globalisation • Case study of McDonalds in globalisation • Development • Development indicators • Brandt line • Global fashion industry • Food security • Bangladesh and food security • Fair trade • The problem of e-waste • Plastic in the oceans 	<ul style="list-style-type: none"> • Assessment of the role of globalisation and the impact on way of life. • Evaluation of how McDonald's has adapted to local cultures. • Assessment of how countries develop over time using development indicators. • Assessment of and interpretation of the development compass rose • Evaluation of the Brandt line and its applicability to 21st century geographical study. • Assessment of the global fashion industry and the importance of fair trade. • Use of development indicators to analyse data • Understanding of the concept of "Wicked Problems" by Rittel and Webber. • Evaluation of the theories about food security e.g., Amartya Sen. • Assessment of sustainability issues including e-waste and plastic in the oceans. 	<ul style="list-style-type: none"> • Baseline exam • End of unit exam • Extended writing questions

<p>Why is Geography a Risky Business?</p>	<ul style="list-style-type: none"> • Hazards and factors affecting risk • Piracy in Somalia • Geography of disease – Malaria • Tectonics - plate boundaries, their landforms, and associated risks • Vulcanicity – primary and secondary hazards • Case study of the Boxing Day tsunami • Tornadoes 	<ul style="list-style-type: none"> • Analysis of the hazards affecting risk. • Analysis of the issues of piracy in Somalia and the assessment of the options to combat piracy. • Assessment of the geography of disease and its impact on the lives of people in LICs • Interpretation of tectonic theory • Assessment of the primary and secondary hazards of volcanoes. • Assessment of the causes, effects, and responses to the Boxing Day tsunami. • Interpretation of the causes and effects of tornadoes. 	<ul style="list-style-type: none"> • Mid-year knowledge test • Extended writing questions
<p>What are the Challenges and Opportunities Facing Africa?</p>	<ul style="list-style-type: none"> • Physical and human geography of Africa. • European colonialism and its impact on Africa including the British Empire. • Climate and biomes of Africa • African deserts • Desertification in the Sahel • Population changes in Africa. • China's role in Africa's development 	<ul style="list-style-type: none"> • The use of atlases to explore the physical and human geography of Africa. • Evaluation of colonialism and its impact on Africa. • Use of the demographic transition model to interpret development of African countries. • Use of development indicators to assess development in Africa. • Interpretation of population pyramids to assess population change in Africa. • Evaluation of China's role in Africa. 	<ul style="list-style-type: none"> • End of year exam