| | **Dallam School** Curriculum Overview | **Faculty: Humanities** **Subject: Geography** **Year Group: 7** |
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| AUTUMN | | SPRING | | SUMMER | |
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| **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| Theme/ topic: **How sustainable is Dallam School?** | Theme/ topic: **What lies beneath? Geology shapes our land** | Theme/ topic: **What makes our local area distinctive?** | Theme/ topic: **From Bela to Bay: How do rivers shape our communities?** | Theme/ topic: **As wet as a rainforest? Our weather & climate** | Theme/ topic: **Young Geographer of the Year** |
| By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary):* | | | | | |
| ➢ Sustainability is key to solving global and local issues<br>➢ Collecting primary data is one way that geographers find out about the world around us<br>➢ Using maps, graphs and opinions help to analyse local and global issues | ➢ The three rock types and the rock cycle.<br>➢ Types of weathering.<br>➢ The features of a limestone landscape,<br>➢ How limestone forms and the different and unique landscape associated with it.<br>➢ A field study to local caves is undertaken | ➢ The census collects data about the population in the UK every 10 years.<br>➢ Social and economic data helps us to understand what places in the UK are like<br>➢ Data is presented using maps at different scales<br>➢ Population density has an impact on access to services | ➢ The route of the River Lune<br>➢ Key landforms along the River Lune are formed by processes of erosion, transportation and deposition<br>➢ Use maps to identify landforms and predict changes in the future<br>➢ Use models to predict changes in channel characteristics downstream | ➢ UK weather and climate patterns<br>➢ The prevailing wind and high relief leads to high levels of rainfall in the west of England<br>➢ Adaptions to changing weather patterns<br>➢ Micro climates help make choices for the location of facilities and amenities | ➢ Knowledge for this unit varies each year depending on the theme set by the Royal Geographical Society |
| *Tier 3 vocab* *Social, Economic, Environmental* | *Tier 3 vocab* *Lithology, geology, igneous, metamorphic,* | *Tier 3 vocab* *Census, population distribution, population* | *Tier 3 vocab* *Erosion – abrasion, attrition, hydraulic action, Transportation –* | *Tier 3 vocab* *Water cycle, relief rainfall, prevailing wind, Weather, climate,* | *Tier 3 vocab* *Enquiry process, methodology, sampling* |

| AUTUMN | | SPRING | | SUMMER | |
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| Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| Theme/ topic:<br><br>**How sustainable is Dallam School?** | Theme/ topic:<br><br>**What lies beneath? Geology shapes our land** | Theme/ topic:<br><br>**What makes our local area distinctive?** | Theme/ topic:<br><br>**From Bela to Bay: How do rivers shape our communities?** | Theme/ topic:<br><br>**As wet as a rainforest? Our weather & climate** | Theme/ topic:<br><br>**Young Geographer of the Year** |
| *3-legged stool of sustainability, sampling, quantitative data, qualitative data* | *sedimentary, geological time,* | *density, choropleth maps, GIS* | *saltation, suspension, traction – Landforms – V-shaped valleys, meander* | *latitude, micro climate, shelter, aspect* | |
| They will understand *(key concepts):* | | | | | |
| Place<br>Scale<br>Interdependence | ➢ Physical processes such as weathering and deposition<br>➢ Understanding geological timescales | Interdependence<br>Place<br>Scale | Scale<br>Interdependence<br>Geographical Enquiry | Economic geography<br>Sustainability | Geographical Enquiry |
| They will know how to *(key skills):* | | | | | |
| ➢ Use 4 and 6 fig grid references<br>➢ Geographical enquiry – data collection and interpretation<br>➢ Analysis and Evaluation | ➢ Creativity (creating board games and shoe box limestone landscape models)<br>➢ Teamwork<br>➢ Communication<br>➢ Field work activities | ➢ Write a hypothesis<br>➢ Ask open and closed questions<br>➢ Analyse data relating to levels of development<br>➢ Read info graphics showing different types of data | ➢ Use 4 and 6 fig grid references<br>➢ Field sketching<br>➢ Map making<br>➢ Analysis and Evaluation<br>➢ Describe landscapes<br>➢ | ➢ Write a hypothesis<br>➢ Design data collection methods<br>➢ Evaluate data collection strategy<br>➢ Present data using appropriate graphs | ➢ Interpretation and presentation of personal response to National competition |

| | **Dallam School**<br>Curriculum Overview | **Faculty: Humanities**<br>**Subject: Geography**<br>**Year Group: 8** | | |
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| AUTUMN | | SPRING | | SUMMER | |
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| **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| Theme/ topic:<br><br>**Will poverty ever end?** | Theme/ topic:<br><br>**I'm all shook up** | Theme/ topic:<br><br>**The sleeping giant has woken (Asia)** | Theme/ topic:<br><br>**How did we get to 7 billion?** | | Theme/ topic:<br><br>**Young Geographer of the Year** |

| By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary):* | | | | | |
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| ➢ What poverty is, who is affected by poverty and what solutions some countries are adopting to combat poverty.<br>➢ Social disparities which occur because of poverty.<br>➢ How to reduce the development gap. | ➢ The theory of plate tectonics,<br>➢ Physical processes occur at plate boundaries, and which drive earthquakes and volcanoes.<br>➢ How to prepare, plan and monitor for such hazards.<br>➢ A case study example of an earthquake and a volcanic eruption | ➢ . The geographical and economic importance and variations of Asia.<br>➢ The impacts of tsunamis in Asia.<br>➢ How tourism can be both a blessing and a curse in Thailand.<br>➢ How the monsoon rains bring life and a livelihood to vast regions of Asia.<br>➢ The issues associated with palm oil and the solutions to this.<br>➢ | ➢ The reasons for population is growth and the different factors that affect the rate of population growth.<br>➢ How to use population pyramids and how to interpret them.<br>➢ Different methods of controlling the rate of population growth.<br>➢ The opportunities and challenges of living in shanty towns.<br>➢ Sustainable solutions to urban growth.<br><br>➢ | | ➢ Knowledge for this unit varies each year depending on the theme set by the Royal Geographical Society |
| ***Tier 3 vocab***<br>*Relative poverty, absolute poverty, gross domestic product,* | ***Tier 3 vocab***<br>*Convergent, destructive, divergent, constructive, transform, collision plate* | ***Tier 3 vocab***<br>Monsoon, monoculture, biodiversity, gross domestic product | ***Tier 3 vocab***<br>*, Population, natural increase, birth rate, death rate, pronatalist, anti-natal* | | ***Tier 3 vocab***<br>*Enquiry process, methodology, sampling* |

| AUTUMN | | SPRING | | SUMMER | |
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| **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| Theme/ topic:<br><br>**Will poverty ever end?** | Theme/ topic:<br><br>**I'm all shook up** | Theme/ topic:<br><br>**The sleeping giant has woken (Asia)** | Theme/ topic:<br><br>**How did we get to 7 billion?** | | Theme/ topic:<br><br>**Young Geographer of the Year** |
| *purchasing power parity, social development, economic development* | *margin, lithosphere, ridge push, slab pull* | | | | |
| They will understand *(key concepts):* | | | | | |
| ➢ Economic geography | ➢ Tectonic processes<br>➢ Data interpretation and comparison | ➢ Interdependence<br>➢ Physical processes<br>➢ Economic Geography<br>➢ | ➢ Population – social, economic and environmental impacts of population growth.<br>➢ Scale<br>➢ Sustainability | | ➢ Geographical Enquiry |
| They will know how to *(key skills):* | | | | | |
| ➢ Empathise with the situations of others, demonstrated through written work<br>➢ Read and analyse written testimonies | ➢ Interpret and compare case study data<br>➢ Apply physical processes to the world around them | ➢ Interpret and compare data sets | ➢ Interpret population data<br>➢ Analysis and evaluation<br>➢ | | ➢ Interpretation and presentation of personal response to National competition |

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| **Dallam School** Curriculum Overview | | | **Faculty: Humanities Subject: Geography Year Group: 9** | | |

| AUTUMN | | SPRING | | SUMMER | |
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| Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| **Theme/ topic: The Almighty Dollar – How does globalisation shape the world?** | **Theme/ topic: Is the grass greener?** | **Theme/ topic: Who rules the world? Superpowers and geopolitics** | **Theme/ topic: Please can I have some more food?** | **Theme/ topic: Is there any wilderness left?** | **Theme/ topic: Young Geographer of the Year** |
| By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*: | | | | | |
| ➢ What globalisation is and how it is measured. Global flow patterns and potential disruptions to these. Why some people oppose globalisation. Environmental issues connected to increase globalisation. Positive effects of globalisation and the impacts of globalisation on our everyday lives. | ➢ Why people move and the different types of migration. ➢ The real reasons why people leave their homes (push and pull factors) and how far people might travel ➢ What causes migration flows, looking into remittances and the impacts of better global communication on migration. | ➢ What factors lead to countries being 'superpowers'? ➢ How India projects power ➢ China has increasing global influence ➢ Russia has a number of characteristics of global superpower ➢ | ➢ Global food patterns and the uneven distribution of food resources. Why these disparities occur and the different strategies being used to overcome these. ➢ The impacts of food insecurity and how we can increase food supply. ➢ Sustainable food production. | ➢ Soil is a fundamental building block for life on earth ➢ Soil is formed as a result of the interaction between the 4 natural spheres ➢ Links between global atmospheric circulation and distribution of global biomes ➢ Threats to habitats and ecosystems ➢ Move from biomes to anthromes | ➢ Knowledge for this unit varies each year depending on the theme set by the Royal Geographical Society |
| ***Tier 3 vocab*** *Trade, transportation, telecommunications, environmental impacts, interdependenc* | ***Tier 3 vocab*** *Migration, refugee, asylum seeker, push factors, pull factors, remittances,* | ***Tier 3 vocab*** *Pillars of power, hard power, soft power, hegemony,* | ***Tier 3 vocab*** *Food security, malnutrition, distributions, access, availability,* | ***Tier 3 vocab*** *Ecosystems, food web, biodiversity, soil structure, parent material, biomes, anthromes* | ***Tier 3 vocab*** *Enquiry process, methodology, sampling* |

| AUTUMN | | SPRING | | SUMMER | |
|---|---|---|---|---|---|
| **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Theme/ topic:**<br>**The Almighty Dollar –**<br>**How does**<br>**globalisation shape**<br>**the world?** | **Theme/ topic:**<br>**Is the grass greener?** | **Theme/ topic:**<br>**Who rules the world?**<br>**Superpowers and**<br>**geopolitics** | **Theme/ topic:**<br>**Please can I have**<br>**some more food?** | **Theme/ topic:**<br>**Is there any**<br>**wilderness left?** | **Theme/ topic:**<br>**Young Geographer of**<br>**the Year** |
| They will understand *(key concepts):* | | | | | |
| ➢ Interdependence<br>➢ Interconnectivity<br>➢ Global patterns and flows | ➢ Global flows and patterns of migration<br>➢ Refugees and asylum seekers<br>➢ Economic geography | ➢ Rise and fall of political power and influence<br>➢ Projections of power<br>➢ International organisations<br>➢ Geopolitics | ➢ Interdependence<br>➢ Food disparities<br>➢ Sustainable food production | ➢ Global systems -and spheres<br>➢ Hydrosphere, lithosphere, biosphere, atmosphere<br>➢ Soil formation<br>➢ Distribution of global biomes<br>➢ Human interference | ➢ Geographical Enquiry |
| They will know how to *(key skills):* | | | | | |
| ➢ Extended writing skills, paragraph structure, increased use of geographical key terms.<br>➢ Interpretation and analysis of data. | ➢ Applying migration models to migration stories.<br>➢ Data interpretation<br>➢ Analysis of global flow patterns and data<br>➢ Links with other geographical topics | ➢ Structure shorter exam style question in preparation for GCSE<br>➢ Interpret and analyse map data<br>➢ | ➢ Structure shorter exam style question in preparation for GCSE<br>➢ Interpret and analyse map data<br>➢ | ➢ Structure shorter exam style question in preparation for GCSE<br>➢ Interpret and analyse map data | ➢ Interpretation and presentation of personal response to National competition |