



# Geography

## Key Stage 3 (Years 7 to 9)

| Unit          | Topic                                                | What students learn                                                                                                                                                                            | Term                           |
|---------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Year 7</b> |                                                      |                                                                                                                                                                                                |                                |
| <b>Unit 1</b> | How do we find ourselves in the UK?                  | The human and physical geography of the UK and its links to the world; map skills including OS maps, symbols, grid references, scale, direction and following a route; assessed work.          | Autumn 1 / Autumn 2            |
| <b>Unit 2</b> | How is the UK affected by weather?                   | Weather and why the UK's weather is like it is; the water cycle, types of rainfall, anticyclones and depressions; extreme weather and a group presentation; assessed work.                     | Autumn 2 / Spring 1            |
| <b>Unit 3</b> | Is Africa all desert?                                | Africa's countries and biomes, the Sahara and animal adaptations; tropical rainforests, why they matter and how they can be used sustainably; assessed work.                                   | Spring 1 / Spring 2            |
| <b>Unit 4</b> | Why should Street worry about climate change?        | The causes of climate change and how it can be tackled; fieldwork on how Street could be affected; tropical storms, Cyclone Freddie and the monsoon; end-of-year exam.                         | Summer 1 / Summer 2            |
| <b>Unit 5</b> | How could climate change impact Kenya's development? | What Kenya is like, its population, the challenges of farming, the growth of Nairobi and whether tourism can help.                                                                             | Summer 2                       |
| <b>Year 8</b> |                                                      |                                                                                                                                                                                                |                                |
| <b>Unit 1</b> | How important are coastal landforms?                 | Coastal erosion, waves, longshore drift and landforms such as spits; fieldwork visit with field sketches, questionnaires and ArcGIS analysis; assessed work.                                   | Autumn 1 / Autumn 2            |
| <b>Unit 2</b> | Is globalisation helping develop the world?          | Measuring development and the development gap, with Malawi as a case study; changing employment, globalisation and TNCs such as Apple; whether Fair Trade or aid is the answer; assessed work. | Autumn 2 / Spring 1 / Spring 2 |
| <b>Unit 3</b> | Why is the world's population changing?              | Population growth and why it matters, who the British are, economic migration and dangerous journeys to the UK; making UK cities more sustainable; assessed work.                              | Spring 2                       |
| <b>Unit 4</b> | Why is population important for India and China?     | China's population, rural–urban migration, population policy and environmental impact; India's population and life in a slum; end-of-year exam.                                                | Summer 1 / Summer 2            |
| <b>Unit 5</b> | Are we good global citizens?                         | Plastic in the oceans, ocean circulation and solutions; a global citizenship enquiry and assessed presentation.                                                                                | Summer 2                       |
| <b>Year 9</b> |                                                      |                                                                                                                                                                                                |                                |
| <b>Unit 1</b> | How did glaciers help shape our world?               | The UK's physical landscape and geology, evidence for glaciers, glacial processes and landforms, and map skills; assessed work.                                                                | Autumn 1                       |

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|---------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Unit 2</b> | Is Russia to blame for a UK energy crisis? | Natural resources; Russia's geography, biomes, climate change and the Arctic; the UK energy crisis and energy from fossil fuels, nuclear (Hinkley) and renewables; assessed work. | Autumn 1 / Autumn 2            |
| <b>Unit 3</b> | How do volcanoes shape the earth?          | The structure of the earth and plate boundaries; Mount Nyiragongo and the Iceland eruption; why people live near volcanoes; assessed work.                                        | Autumn 2 / Spring 1 / Spring 2 |
| <b>Unit 4</b> | Fieldwork: Is Street's high street dead?   | High street fieldwork in Street, analysis using ArcGIS and an assessed write-up; end-of-year exam.                                                                                | Spring 2                       |
| <b>Unit 5</b> | How is the Middle East changing?           | The physical and human geography of the Middle East, its links with the UK, oil and conflict; sustainability in The Line and Dubai; assessed work.                                | To be confirmed                |
| <b>Unit 6</b> | How can we stop Somerset from flooding?    | River processes, profiles and landforms from source to mouth; flooding, hydrographs and hard and soft engineering; GCSE-style rivers assessment.                                  | Summer 1 / Summer 2            |
| <b>Unit 7</b> | How can we protect our crumbling coasts?   | Coastal processes and hard and soft engineering, with case studies of Happisburgh and Withernsea.                                                                                 | Summer 2                       |