Department: Humanities - Geography

Hobart High School Key Stage 3 Curriculum Map – Year 7

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Discovering the British Isles: Working with maps, About the UK	Knowledge: Recognise the shape of the British Isles. To know the countries that constitute the British Isles, and understand the difference between the British Isles, United Kingdom and Great Britain. Recognise physical and human geography and examples in the UK. To describe the population distribution of the UK. Skills: To be able to locate the British Isle on a world map Map symbols Four gig and Six fig. Grid references Measuring distance Measuring Height Basic functions on Digimaps (GIS) To create a choropleth map to show UK population distribution.	Starters for 10 Verbal questioning Peer, self and teacher assessment	
Autumn 2	Discovering the British Isles: Our weather	Knowledge: Know the meanings of the terms weather and climate, recognise where in the atmosphere Earth's weather occurs. To understand how the sun causes weather. Recognise the three main types of rainfall and the two main cloud types. To know what air pressure is and understand how it creates different weather types. Recognise how air masses make the UK's weather so changeable. Skills: Students should be able to read and construct climate graphs. Students should be able to read and construct basic synoptic charts.	Starters for 10 End of topic test Verbal questioning Peer, self and teacher assessment DNA assessment – what causes weather. Discovering the British Isles End of Unit Assessment	

Spring 1	Discovering Planet Earth: Continents and oceans Plate Tectonics Earthquakes and tsunamis	<u>Knowledge:</u> To remember and locate the 7 continents and 5 oceans. Understand that the Earth's crust is split into plates, and that these plates move independently. To know what continental drift is, and understand why it occurs. To recognise the three main types of plates boundaries. To understand why earthquakes occur and the impacts of them. To know how earthquakes are measured. To use a case study to understand the damage caused by an earthquake in LIDCs (Haiti) To use a case study to understand the damaged caused by an earthquake in an AC. (Japan) To recognise the various ways that the effects of earthquakes can be reduced.	Starters for 10 Verbal questioning Peer, self and teacher assessment	Students have the opportunity to reflect on helping / responding to a natural disaster as global citizens. Students have the chance to reflect how the countries geographical, political and historical factors influence the impact of development.
Spring 2	Discovering Planet Earth: Volcanoes Reducing the effects of tectonic hazards	To recognise what a volcano is and know its various parts. To understand why volcanoes form on destructive and constructive plate boundaries. To understand why people continue to live near volcanoes. To study an example of a volcano and apply knowledge of why people live near it and the impacts from previous eruptions (Mt Etna) To know how earthquakes and volcanoes are predicted and measured. To recognise the various ways that the effects of volcanoes can be reduced. To revise planet earth.	Starters for 10 Verbal questioning Peer, self and teacher assessment DNA assessment – reasons why people live near volcanoes Discovering Planet Earth End of Unit Test	

Summer 1	Discovering Planet Earth: Rocks, soils and weathering	To know what rock is and recognise the various ways in which humans rely on them. To be able to identify sedimentary rock, and understand how it is formed. To be able to identify metamorphic rock and understand how it is formed. To be able to identify igneous rock, and understand how it is formed. To know the meaning of the term weathering, and understand various types of weathering. To understand how different types of rock can change through the rock cycle. To recognise that different rock types create different landscapes. To understand what soil is, and recognise the structure of a soil profile. To understand the ways in which soil is important to us. To understand what quarrying is and the impacts of it within our local area. (Haddiscoe)	Starters for 10 Verbal questioning Peer, self and teacher assessment DNA assessment – explain the formation of the 3 rock groups	Students explore a range of opinions on a local issue and use it to form their own opinion.
Summer 2	Exploring Africa: Africa's geography Revision	To know the location of Africa and the countries it contains. To understand different perceptions and misconceptions of Africa. To describe Africa's history and define colonialism. To use the case study of Nigeria to understand challenges and opportunities faced in the continent. To understand the impacts of tourism in Kenya To describe the physical features and ecosystems found in Africa. Year 7 topic revision	Starters for 10 Verbal questioning teacher feedback Peer, self and teacher assessment DNA assessment – to explain the opportunities and challenges Nigeria faces End-of Year Exam	Students explore different cultures and traditions, reflecting on similarities and differences.

Hobart High School Key Stage 3 Curriculum Map – Year 8

Department: Geography

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Discovering global citizenship: Global inequality Development	To use photos to recognise that the world is a very unequal place, and begin to think where rich and poor areas of the world may be. To know the meaning of the term development, and to remember the 3 categories of development (LIDC, EDC, AC). To remember the chain of events required for a country to develop, and understand how this may be difficult for some countries to achieve. To know the various social, economic and environmental indicators of development, and understand why some are more effective than others. To recognise the social, economic and environmental characteristics of Malawi to understand why it is categorised an LIDC. To recognise the social, economic and environmental characteristics of Singapore to understand why it is categorised an AC. To analyse the social, economic and environmental differences between an LIDC and AC. To know the meaning of the term 'development gap', the reasons for it, and understand why it may continue to widen.	Starters for 10 Verbal feedback Peer, self and teacher assessment DNA assessment – to evaluate a range of reasons why countries struggle to develop.	Students have the opportunity to reflect on their own lives as citizens in an Advanced country and compare this to life around the world.

Autumn 2	Discovering global citizenship: Aid Trade	To know what aid is and understand how it can help to reduce the development gap. To remember the two main types of aid and recognise examples of these types. To use examples to explore the benefits of aid and disadvantages of aid. (Nike – Malaysia) To explain what goat aid is and its positives and negatives in helping development. To know the meaning of the term 'globalisation', and recognise why some corporations become multinational. To recognise the benefits and disadvantages of TNC investment. To evaluate if trade or aid is more useful to help a country to develop. Create board games to explore the various routes to development.	Starters for 10 Verbal feedback Peer, self and teacher assessment DNA assessment – to evaluate the positives and negatives of TNC's Discovering Global Citizenship end of unit test	Should we help people less fortunate than us?
Spring 1	Discovering Population: Population Managing population	To understand the meaning of the term population, and recognise why population is important to study. To be aware of the World's total population, and be able to explain how it has changed overtime. To understand which parts of the World are most populated and recognise why this is. To use the demographic transition model to explain how population changes as a country develops. To explain the causes, effects and responses to an ageing population. To know the meaning of the term 'migration', and recognise the different types and reasons for migration. To know a case study of one international migration flow, including the reasons for this flow and the risks involved. (Mexico and US)	Starters for 10 Verbal feedback Peer, self and teacher assessment DNA assessment – to evaluate the positives and negatives of migration using a case study	

Spring 2	Discovering Population: The pull of the city Megacities and informal housing.	To know examples of how countries manage populations. To know the meaning of the term 'rural-to-urban' migration and 'urbanisation'. To use a specific case study of rural-to-urban migration, and understand why most people on Earth now live in urban areas ('push' and 'pull' factors). To know the meaning of the term 'megacity', and recognise the location of the World's megacities. To understand the impacts of rapid urbanisation caused by rural-to-urban migration (informal housing). (Lagos – Nigeria) To know one case study of a slum, recognising the advantages and disadvantages of slum dwelling. (Dharavi, Mumbai, India) To understand the various ways slums and informal housing can be improved. To revise discovering population	Starters for 10 Verbal feedback Peer, self and teacher assessment Discovering Population end of unit test	
Summer 1	Discovering our coastlines	To know what a coast is and the different types and to be able to describe the two types of waves. To name and describe the types of erosion and transportation. To know the types of mass movement and weathering influencing a coast. To explain in detail the formation of a headland, bay, crack, cave, arch, stack, stump. To explain the process of longshore drift and formation of a spit, tombolo and bar. To understand what hard and soft engineering is and how it protects a coast. To analyse the effectiveness of sea defences To use a case study to understand the influence of coastal erosion and sea defences. (Happisburgh) To revise coastal landscapes	Starters for 10 Verbal feedback Peer, self and teacher assessment DNA assessment - To analyse the effectiveness of sea defences	Should we slow coastal erosion?

Summer 2	Discovering natural resources	To understand the meaning of the term 'energy' and recognise the types of non-renewable and renewable energy and understand how energy is released from these sources. To know the advantages and disadvantages of non-renewable and renewable energy. To recognise alternative ways to produce energy, including nuclear power and fracking and the advantages and disadvantages of these. To recognise the ways in which levels of development are linked with levels of energy consumption. To recognise the UK's energy mix and how it changes over-time by creating a divided bar graph. Year 8 topic revision	Starters for 10 Verbal feedback Peer, self and teacher assessment End-of-Year 8 exam	Students have the opportunity to explore their roles in environmental harm and reflect on the environmental impacts of their actions now and in the future.

Hobart High School Key Stage 3 Curriculum Map – Year 9

Department: Geography

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Discovering glaciation	To understand the meaning of glaciation and understand the difference between a glacier and an ice sheet. To know where glaciers are present on Earth today, be able to locate these on a world map and understand why they are found in these regions. To understand the 3 main processes done by a glacier, and know the different types of these processes. To be able to describe and explain upland landforms of glacial erosion including: Corries, Arêtes and Pyramidal Peaks, U-shaped and hanging valleys. To be able to describe and explain landforms of glacial deposition, including Moraines, Tills, Erratics and Drumlins. To be able to interpret a photograph and explain the glacial process and landforms present. To recognise glacial landforms on OS maps. To use examples to understand how glaciers are important to us. To understand a case study of a glacial landscape to know the impacts and management of tourism. (Lake District) To revise glacial landscapes.	Starters for 10 Verbal feedback Peer, self and teacher assessment DNA assessment - photographic interpretation and explain the glacial process and landforms present. Discovering glaciation end of topic test	
Autumn 2	Discovering earths waterways	To understand the term water cycle, including the main flows and stores. To carry out an infiltration experiment considering the hypothesis, method, data collection, data presentation, conclusion and evaluation.	Starters for 10 Verbal feedback Peer, self and teacher assessment DNA Assessment - To analyse the physical and human causes of floods.	

		To know the meaning of the term drainage basin and be able to identify the rivers: channel, source, mouth, tributaries, confluence and basin. To be able to draw a longitudinal profile of a river and understand how a river may change through-out its course. To understand the 3 types of processes done by a river and understand the types of these processes. To recognise a v-shaped valley, waterfall and gorge and understand how they form. To recognise a meander and ox-bow lake and explain how they form To recognise a floodplain and levee and explain how they form. To define 'flooding' and understand why rivers may flood. To be able to identify how the risk of flooding may be increased by human activity. To be able to understand how river floods can be managed and analyse their effectiveness. To understand the causes, consequences and management of a flood in the UK. (Somerset Levels) To revise rivers.	Discovering earths waterways end of unit test.	
Spring 1	Discovering earth's biomes	To know the world biomes and where they are located. To describe the location of rainforests and know the structure of a rainforest. To know how plants adapt to survive in a rainforest. To know how animals adapt to survive in a rainforest. To define deforestation and know the causes of deforestation in the Amazon. To understand the benefits and disadvantages of road building in the Peruvian Amazon. To describe the location of hot deserts and create a climate graph. To know how plants adapt to survive in a hot desert	Starters for 10 Verbal feedback Peer, self and teacher assessment	

		To know how animals adapt to survive in a hot desert. To define desertification and know the causes and impacts of it.		
Spring 2	Discovering earth's biomes	To use the case study of the Arabian Desert to explain the opportunities and challenges in hot desert environments. To describe the location of cold environments and describe its climate. To know the difference between food chains and food webs and create a cold environment food chain. To know how plants and animals have adapted to survive in a cold environment. To use a case study to explain the opportunities and challenges in cold environments. (Svalbard)	Starters for 10 Verbal feedback Peer, self and teacher assessment DNA Assessment - To analyse the opportunities and challenges in hot deserts. Discovering biomes end of unit test	
Summer 1	Discovering threats to our planet	To understand the threat facing our planet. To define climate change and understand the evidence for it. To understand the human and physical causes of climate change. To understand the consequences of climate change on a global and national scale. To watch climate change the facts and understand how climate change has impacts on a global, national and local scale. To understand what a tropical storm is and why they are a threat to a planet using a case study. To use a UK case study to understand the impacts of storms on a national level. To define drought and explain the causes and consequences of this. To understand why overpopulation poses a threat to our planet. To understand why the world's energy supply is uneven and the threats this poses.	Starters for 10 Verbal feedback Peer, self and teacher assessment DNA Assessment - To understand the human and physical causes of climate change.	

Summer 2	Discovering threats to our planet	To define water surplus and scarcity and understand how this impacts the on a global and national scale. To understand the threats to food security and the impacts of this and to explain how this can be managed sustainably. To understand the impacts that farming has on our environment and how this can be managed sustainably. To explain the issues with waste management. To discuss the implications of plastic pollution. To understand what is meant by the term 'fast fashion' and describe the impacts this is having on a global scale using a case study. Year 9 topic revision	Starters for 10 Verbal feedback Peer, self and teacher assessment End of year 9 test.	