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	<u>Knowledge:</u> 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. <u>Skills:</u> To be able to locate the British Isle on a world map Map symbols Six fig. Grid references Measuring distance Measuring Height Basic functions on Digimaps (GIS)	Starters for 10 End of topic test Verbal questioning and teacher feedback Peer, self and teacher assessment	
Autumn 2	Discovering the British Isles: Our weather	<u>Knowledge:</u> 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. <u>Skills:</u> Students should be able to read and construct climate graphs. Students should be able to read and construct basic choropleth maps to explore climatic differences across the UK.	Starters for 10 End of topic test Verbal questioning teacher feedback Peer, self and teacher assessment 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 To use a case study to understand the damaged caused by an earthquake in an AC.	Starters for 10 End of topic test Verbal questioning teacher feedback Peer, self and teacher assessment	Students have the opportunity to reflect on helping / responding to a natural disaster as global citizens.
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 know how earthquakes and volcanoes are predicted and measured. To recognise the various ways that the effects of earthquakes can be reduced. To recognise the various ways that the effects of volcanoes can be reduced.	Starters for 10 Verbal questioning teacher feedback Peer, self and teacher assessment 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 the two 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.	Starters for 10 Verbal questioning teacher feedback Peer, self and teacher assessment	
Summer 2	Exploring Africa: Africa's geography Revision	To recognise the shape of the African continent and know its countries, and be able to locate this on a global scale. To know 5 regions of modern day Africa, and remember some countries found within these. To use data to recognise that some areas of Africa are more densely populated than others, and be able to locate Africa's major cities. To know the main physical features of Africa, including major rivers, mountains, deserts and lakes. To understand the biomes of African. To understand the flora and fauna which survive in the Sahara desert. To evaluate the opportunities and challenges which occur in the Sahara desert. Year 7 topic revision	Starters for 10 End of topic test Verbal questioning teacher feedback Peer, self and teacher assessment 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	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 To use examples to explore the disadvantages of aid. To know the meaning of the term 'globalisation', and recognise why some corporations become multinational. To recognise the benefits and disadvantages of MNC 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 End of topic test Verbal feedback Peer, self and teacher assessment 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 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.	Starters for 10 End of topic test Verbal feedback Peer, self and teacher assessment	

Spring 2	Discovering Population: The pull of the city Megacities and informal housing.	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). Dharavi, Mumbai, India To know one case study of a slum, recognising the advantages and disadvantages of slum dwelling. To understand the various ways slums and informal housing can be improved.	Starters for 10 End of topic test Verbal feedback Peer, self and teacher assessment Discovering Population end of unit test	
Summer 1	Discovering the rise of Asia	To be able to accurately locate Asia on a World map, recognising its size, shape, major countries, borders and surrounding seas/ oceans. To recognise Asia's physical features, including its main mountains, rivers, deserts and glaciers. To know the meaning of the term 'biome', and understand Asia's variety. To be able to locate these biomes on to a map of Asia. To understand the features of a tropical rainforest, including its flora and fauna and opportunities and challenges. To know what Asia's human geography is like, including its diverse cultures and economies. To know the meaning of the terms 'densely' and 'sparsely' populated and use data to create a choropleth map illustrating how Asia's population is distributed.		

Summer 2	Discovering the rise of Asia China's recent history China today	To use GIS to accurately locate China at a global and regional scale. To understand the social, economic and environmental ways in which China has changed over the last 40 years. To produce a sketch map to recognise China's physical features and climatic regions. To be able to describe and explain the distribution of China's population. To analyse the ways in which China is economically important on a global scale. Year 8 topic revision	End-of-Year 8 exam	

Hobart High School Key Stage 3 Curriculum Map – Year 9

Department: Geography

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Discovering natural resources: Environmental sustainability	To know the term environmental sustainability and understand which behaviours are environmental sustainable. To recognise environmental problems and recognise the various types of pollution To understand that environmental problems have changed. To use your own opinions and those of others to prioritise environmental problems today. To know the meaning of the term 'eco footprint' and understand how it is calculated. To recognise the range of human activities that cause certain environmental problems. To understand the causes and impacts of climate change. To understand mitigation approaches to respond to climate change.	Starters for 10 End of topic test Verbal feedback Peer, self and teacher assessment Eco-home design	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.
Autumn 2	Discovering natural resources: Energy	To understand the meaning of the term 'energy' and know the two main types of energy production. To recognise the types of renewable energy and understand how energy is released from these sources and their advantages and disadvantages. . To recognise the types of non-renewable energy and understand how energy is released from this sources and their advantages and disadvantages. To recognise alternative ways to produce energy, including nuclear power and fracking. To recognise the ways in which levels of development are linked with levels of energy consumption. To explore the future possibilities of energy production, recognising the 'technological fix'.		

Spring 1	Discovering geological timescales: Planet Earth's history	To know the theory of the formation of Planet Earth and be able to explain the evidence that supports this theory. To understand the meaning of 'geological timescales' and recognise the different Eras, Eons and Periods. To recognise the how long Humans have been present on the Earth and understand this as a proportion of the Earth's life. To understand the origins of Humans. To analyse the African centric and multiregional theories about the origin of man. To understand the various places that humans have populated on Earth today, and be able to locate the most densely populated parts of our planet on top a world map. To recognise some reasons why people may live in certain parts of the planet over others.	Starters for 10 Verbal feedback Peer, self and teacher assessment	
Spring 2	Discovering geological timescales: Glaciation	To understand the meaning of glaciation and recognise the main characteristics of a glacier. 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. To be able to describe and explain landforms of glacial erosion including: U-shaped and hanging valleys. To be able to describe and explain landforms of glacial deposition, including Moraines, Tills, Erratics and Drumlins. To use Digimaps to recognise and annotate glacial landscapes within the UK.	Starters for 10 Verbal feedback Peer, self and teacher assessment Annotation of photo assessment.	

		To use examples to understand how glaciers are important to us.		
Summer 1	Discovering Earth's water: Rivers	To understand the term water cycle, including the main flows and stores 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 throughout its course. To be able to draw a cross section of a river channel to identify the bank-full, river bed, banks and floodplain To understand the 3 types of processes done by a river and understand the types of these processes. To recognise a v-shaped valley and understand how it is formed. To recognise a waterfall and gorge and understand how they form. To recognise a meander and oxbow lake ad understand how they form. To use Digimaps to identify the main features found along the course of one upland river within the UK.	Starters for 10 Verbal feedback Peer, self and teacher assessment	
Summer 2	Discovering Earth's water: Flooding Coasts	To understand the term 'flooding' and understand why rivers may flood. To be able to identify how the risk of flooding may be increased by human activity. To use a case study of a river flood within the UK to recognise the social, economic and environmental problems floods can cause. To use a case study of a river flood within the UK to recognise the ways in which people respond to floods. To understand how a headland and bay forms. To understand the formation of a stump. Year 9 topic revision	Starters for 10 Verbal feedback Peer, self and teacher assessment End of year 9 test.	