

Curriculum Assessment Map

Subject: Geography

Year 7	INTENT		IMPLEMENTATION		IMPACT	
	Taught Curriculum	Learned Curriculum	Key Skills Demonstrated	Suggested wider activities including extracurricular opportunities	Summative Assessment Title/Type	Assessment Criteria
<p>1 <u>My Local Environment</u></p>	<p>What is Geography?</p> <p>Describing places</p> <p>My place in the world</p> <p>British Values</p>	<p>GeoBee: Geography National Geographic</p> <p>British values: article by David Cameron</p>	<p>OS map skills (grid references, distance, direction, height).</p> <p>GIS</p> <p>Local (scale)</p>	<p>Take opportunities to explore the local environment, paying attention to the distinct differences in the human and physical landscapes</p>	<p>Summative Assessment 1</p>	<p>Use map skills</p> <p>The UK nations</p> <p>The regions - North West</p> <p>Our local settlements</p> <p>Human/Physical and Environmental geography</p> <p>Interpreting photographs</p>
<p>2 Rivers</p>	<p>River processes</p> <p>River landforms</p> <p>Flooding (causes,</p>	<p>River Flooding BBC Teach</p>	<p>Annotating landform diagrams.</p> <p>Sketching from photographs.</p> <p>OS map skills.</p> <p>Local river fieldwork</p>			

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	impacts, responses) Flooding (management) <u>Case study</u> of flooding management	Rivers and flooding - Boscastle	(sketching & velocity			
<p>3 Environmental Issues (EI)</p>	What are environmental issues? Carbon footprint A range is taught including causes, impacts and solutions: -Endangered species -Oil spills -Pollution -Overfishing	How can Europe tackle climate change? - BBC News The 10 Most Endangered Animals in 2022	GIS e.g. deforestation, Aral Sea depletion Statistics e.g. % change Graphical skills e.g. analysis, construct		<p>Project 1</p>	For an EI you have studied, discuss the causes, impacts and assess the human responses to the issue. Application of SPaG - literacy focus

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<p>4 Coasts</p>	<p>Coastal processes</p> <p>Coastal landforms</p> <p>Coastal management</p> <p><u>Case study</u> of coastal management</p>	<p>Should we protect properties affected by coastal erosion? BBC Teach</p> <p>Can the UK's crumbling coasts be saved from erosion?</p>	<p>Annotating landform diagrams.</p> <p>Sketching from photographs.</p> <p>OS map skills.</p> <p>GIS e.g. coastal erosion</p>			
<p>5 Population & Cities</p>	<p>Population change</p> <p>Population distribution</p> <p>Migration</p> <p>Urbanisation (causes)</p> <p>Problems of urbanisation</p> <p>World cities</p> <p><u>Case study</u> of world city</p>	<p>African brain drain- '90% of my friends want to leave' - BBC News</p> <p>Cities That Are Saving The Planet Planet Earth II BBC Earth</p>	<p>Graph analysis (chloropleth, dot, proportional symbols, line)</p> <p>Population pyramids</p>		<p>Extended Writing Assessment 1</p>	<p>“Push factors are the biggest cause of urbanisation”. Discuss.</p> <p>Application of SPaG - literacy focus</p>

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<p>6</p> <p>UK & Europe</p>	<p>What is the UK? (GB, UK, British Isles)</p> <p>Where do people live?</p> <p>What jobs do we do?</p> <p>Lake District National Park (glaciation)</p> <p>What is the EU?</p> <p>Europe country focus</p>	<p>European Union: What is the EU?</p> <p>LAKE DISTRICT National Park England Travel Guide</p>	<p>Location of European human and physical geography</p> <p>Debating</p> <p>Independent study – analysis and presentation of information</p> <p>Atlas work</p>			

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<p>1 Weather and Climate</p>	<p>What is the difference between weather and climate?</p> <p>How does the weather affect us?</p> <p>How do we measure the weather?</p> <p>Factors that affect climate</p> <p>Global climates</p> <p>Climate change (causes, impacts, management)</p>	<p>Extreme weather: What is it and how is it connected to climate change?</p> <p>Impacts of Climate Change</p> <p>Waters of Paradise - Adapting to Climate Change in the Maldives</p>	<p>Construct and interpret climate graphs</p> <p>Numeracy e.g. range, mean etc.</p> <p>GIS e.g. air circulation</p>			
<p>2 Ecosystems</p>	<p>What is an ecosystem?</p>		<p>Analysis of maps</p>		<p>Summative Assessment 1</p>	<p>Interactions between living and non-living. Location, characteristics and human pressure of</p>

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	<p>Global distribution of biomes</p> <p>Food chains and food webs</p> <p>Tropical rainforests (TRFs) and Tropical grassland (savanna): distribution, characteristics (including soils), adaptations and threats</p> <p>-Management of TRFs</p>	<p>Amazon rainforest: 'Once it's gone, it's gone forever' - BBC News</p> <p>Oceans 101 National Geographic</p> <p>Biodiversity loss risks 'ecological meltdown' - scientists</p>	<p>Constructing food webs</p> <p>Climate graph analysis</p> <p>Analysis of statistical data)</p>			<p>global ecosystems. Importance of one key ecosystem (eg TRF)</p> <p><u>Extended writing question to include SPaG.</u></p>
<p>3 Development</p>	<p>What is development?</p> <p>Development indicators</p> <p>Inequality in development</p>	<p>What is the United Nations</p>	<p>Analysis of statistical data</p> <p>Analysing DTM</p>			

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	Demographic Transition Model Reducing the development gap including aid Study of a NEE e.g. Bangladesh	Human Development Index (HDI) Bangladesh - development overview				
<p>4 Africa</p>	Where is Africa? Overview of human and physical features including hot desert Challenging misconceptions Africa country focus - eg Kenya	Africa continent Africa - interactive map Deserts 101 National Geographic	Atlas work Interpreting maps GIS e.g. satellite imagery		<p>Project 2 (choice of essay, video, booklet or poster)</p>	criteria of project:- African country study, to include Human factors Physical factors GIS Application of SPaG - literacy focus

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<p>5 Resource Management</p>	<p>What is a resource?</p> <p>Fossil fuel formation</p> <p>Energy resources (renewable, non-renewable)</p> <p>Food (food miles)</p> <p>Water (scarcity)</p>	<p>Renewable Energy 101 National Geographic</p> <p>Podcast - Growing your own food - Alan Titchmarsh</p> <p>ENERGY SAVINGS TRUST - TOP TIPS TO REDUCE CARBON EMISSIONS</p>	<p>Geological timescale</p> <p>Energy mix graphs</p>		<p>Extended Writing Assessment 2</p> <p>Decision making activity</p>	<p>‘Providing renewable energy for Rossendale’</p> <p>Pupils will argue a case for their chosen renewable energy.</p>
<p>6 Fieldwork (local issue)</p>	<p>Local urban planning decision making exercise</p>	<p>Field skills</p>	<p>Primary and secondary data collection</p> <p>Presentation of geographical information</p> <p>Analysis of geographical information</p> <p>Evaluation</p>			<p>Fieldwork write up from urban study: aims methods data presentation analysis evaluation</p>

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Year 9	INTENT		IMPLEMENTATION		IMPACT	
	Taught Curriculum	Learned Curriculum	Key Skills Demonstrated	Suggested wider activities including extracurricular opportunities	Summative Assessment Title/Type	Assessment Criteria/question
<p>1 Middle East and Russia</p>	<p>For both areas:</p> <ul style="list-style-type: none"> -Location -Climate -Natural features -Culture -Resources -Conflict <p>(include polar desert – Siberia)</p>	<p>Russia - interactive map</p> <p>10 challenges facing the Middle East region in 2022</p> <p>Lonely Planet - Dubai</p>	<p>Atlas work</p> <p>Interpreting maps</p> <p>GIS e.g. satellite imagery</p> <p>Climate graphs</p>		<p>Extended Writing Assessment 3</p>	<p>Q1 The 2022 World Cup in Qatar has benefited the country and been a catalyst for positive change - To what extent do you agree with this statement.</p> <p style="text-align: center;">OR</p> <p>Q2 Russia is a vast nation: discuss it's cultural richness, heritage and diversity.</p> <p style="text-align: center;">OR</p> <p>Q3 For either Russia or the Middle East, assess the challenges and opportunities of life in the region.</p> <p>Application of SPaG - literacy focus</p>
<p>2 Natural Hazards (tectonic)</p>	<p>What are natural hazards?</p> <p>Plate tectonics</p> <p><u>Volcanoes</u> (types, impacts, responses)</p>	<p>Why Do So Many People Live Near Active Volcanoes?</p>	<p>GIS e.g. distribution of tectonic hazard events</p> <p>Sketch and annotate geographic features</p>		<p>(See below)</p>	<p>See below</p>

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	<p><u>Earthquakes</u> (features, measuring, impacts, responses)</p> <p>Case study for both of the <u>above</u></p>	<p>Tsunamis 101 National Geographic</p> <p>What is liquefaction?</p>	<p>Describing and understanding patterns of plate tectonics</p> <p>)</p>			
<p>3</p> <p>Natural Hazards (other)</p>	<p>What are tropical storms?</p> <p>Formation and structure of tropical storms</p> <p>Impacts and responses to tropical storms</p> <p>Study of other natural hazards e.g. tornado, wildfire</p>	<p>Hurricanes 101 National Geographic</p> <p>Why do storms get named?</p> <p>Wildfires 101 National Geographic</p>	<p>GIS e.g. distribution of tropical storm hazard events</p> <p>Using longitude and latitude to plot the track of storms</p> <p>Describing and understanding distribution of tropical storms</p>		<p>Summative Assessment 3 (Mock Exam)</p>	<p>Understanding tectonic processes. Applying processes to formation of tectonic landforms. Reducing the impacts of tectonic hazards (short/long term responses). Understanding causes, responses and management of a non-tectonic natural hazard of your choice.</p>
<p>4</p> <p>China</p>	<p>Where is China?</p>		<p>Atlas work</p>		<p>See below</p>	<p>See below</p>

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	<ul style="list-style-type: none"> -Climate -Natural features -Secondary industry -History and trade -Demographics -Culture -Urban and rural contrasts 	<p>Five ways China's past has shaped its present</p> <p>China's one-child policy explained - BBC News</p> <p>Giant Pandas 101 Nat Geo Wild</p>	<p>Interpreting maps</p> <p>GIS e.g. satellite imagery</p> <p>Population pyramids</p> <p>Statistics e.g. birth and death rates, GDP</p>			
<p>5</p> <p>India</p>	<ul style="list-style-type: none"> Where is India? -Climate -Natural features -Significance of the Ganges -Culture -Urban and rural contrasts Case study of Dharavi, Mumbai 	<p>The Mighty River Ganga: River From The Skies National Geographic</p> <p>Importance of conserving Sundarbans, the largest mangrove forest in the world</p>	<p>Atlas work</p> <p>Interpreting maps including choropleth</p> <p>GIS e.g. satellite imagery</p> <p>Statistics e.g. birth and death rates, GDP</p>			<p>Comparing contrasting landscapes using photographs/maps. Development including understanding of measures and demographic transition model. Assessing the success of the one-child policy.</p> <p>Extended writing question - assess</p>

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		What's a slum? In India, Dharavi's thriving informal economy defies the label				the influence of China or India on the wider world.
6 Independent project	Pupils choose a geographical interest to investigate. The chosen topic is researched and presented to the class.	Working Independently	<p>A range of skills are likely to be demonstrated including:</p> <ul style="list-style-type: none"> • Research • Independent study <p>Select and present a range of resources</p>		Project 3 IGP Individual Geography project)	<p>Communicate a chosen geographical topic to be peer assessed. Considerations to include:</p> <ul style="list-style-type: none"> target audience detailed geographical content presentation and creativity sense of place and scale