



		Year 7 <i>X4 lessons per fortnight</i>		
	Wk	Topic	Learning Aims	Assessment
Autumn	1	<b>Across the Biomes: Deserts</b>	Develop a global awareness of differing locations. ( <i>Locational knowledge</i> ) Identify the impact of human interference upon environmental factors. Understand more about extreme climates. Hot and Polar desert comparison. Animal adaptations for environments.  <i>Key vocabulary:</i> triggers, environmental factors, biomes, climate, desertification, climate change, COP26  Case Study & Big Question: Why are deserts such an important biome to our earth structure and survival? (Examine the Mojave and Sahara deserts: differences)	
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	13			Levelled Assessment
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Spring	1	<b>The Natural World: Physical Earth</b>	Mapping of the world: Discussion of supercontinent. Processes of plate tectonics and structure of the earth.  Develop geographical skills: map work and field-sketches.  Understand human and physical features regarding earthquakes and volcanoes  Make comparisons of global locations. ( <i>Geographical processes and patterns</i> )  Analysing volcanoes and earthquakes and the differing plate boundaries.  Assess the short term and long-term effects of these natural disasters.  Study the process of a Tsunami.  <i>Case Study:</i> Japanese Tsunami and the human impacts  <i>Key vocabulary:</i> earthquakes, volcanoes, tectonic plates, distribution, conservative, collision, destructive, tsunami	
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Summer	1	<b>Polar Climates</b>	Comparing polar climates and regions: Artic and Antarctica ( <i>Locational and place knowledge</i> )  Studying of climate graphs and expeditions.  Considering survival within these regions for people, animals and vegetation.  Understanding the biome and ecosystem.  Examining the process of glaciation through a piece of extended writing and reading.  <i>Case study:</i> climate change and the effect of these regions. What can we do and governments to help? Studying the actions of Greta Thunberg.  <i>Key vocabulary:</i> adaptations, biomes, ecosystems, glaciation, expeditions.	
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		Year 8 <i>X4 lessons per fortnight</i>		
	Topic	Learning Aims	Assessment	
	<b>Conflict and Power: Russia</b>	Identify the impact of differing global locations. ( <i>Locational knowledge</i> )  Effectively use data to create graphs. Analyse conflict and power within Russia.  Ukraine and Chernobyl. Describe and assess the physical biomes of Russia.  Examine communism and the effect on the human geography of the country. Sustainability and differing climate.  <i>Key vocabulary:</i> land conflict, geographical power, nuclear warfare, population pyramids, biomes  Case Study and Big Question: How can Russia become more sustainable?		
			Levelled assessment	
	<b>Changes: China</b>	Understand the physical and human features of Chinese landscape. ( <i>Location knowledge</i> )  Impact of policies due to overpopulation. ( <i>Geographical processes and patterns</i> )  Use data to reflect on world population in various location and its impact on the world.  Research technological advancements. Trade and Economics. Analyse developmental priorities and agendas.  Urban and rural development: The Burgess theory/model  <i>Case Study:</i> Analyse what developmental factors make a country a superpower and why. <i>Key vocabulary:</i> dynasty, policy, landscape, migration, trade, primary, secondary, tertiary, quaternary sector, rapid urbanisation		
			Marked and Levelled Assessment	
	<b>Weather and Climate Change (Transitional graph work)</b>	Understand the key processes in weather and climate.  Interpret geographical information from a range of a maps and data. (Beaufort scale/theory)  Understand the interaction between weather and human activities.  Interpret geographical diagrams  Communicate geographical information effectively to peers.  Continue to build on mapping and atlas skills  Continually review knowledge and skills by revisiting prior topics and skills through map work and retrieval exercises.  <i>Case Study:</i> consider the long-term impact of climate change and importance of COP 26. Extended writing  <i>Key vocabulary:</i> Beaufort scale, climate, air mass, pressure, depression		
			Teacher assessment/Formal assessment	