Key Stage 3 Curriculum Map Geography (Year 8 and 9 may swap due to merged year groups)

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Year 7	**Knowledge acquired**					
	What is Geography? • Physical Geography • Human Geography • Differences and Similarities • Examples/local and global	**Map Skills** • Plans • Directions • Keys • Mapping the local area	**Settlement and Traffic** • Types of settlements • Traffic problems • How to solve them	**Birmingham City Centre Case Study** • Traffic • Building Use • Comparison to small village	**Weather and Climate in Britain** • What is weather and climate • Why is Britain like it is?	**Climate Change** • Causes and effects of climate change • How can we protect from climate change?
	Skills acquired			**Digital Literacy**		
	• **PEEL written answers** • **Map skills** • **Analysis of data e.g. traffic numbers, population** •			• Basic research finding out information on physical and human geography in the world we live in. • Using google maps and street view to find out information on physical characteristics, cultural images, comparing and contrasting physical landscapes etc • Using the computer to create presentations on topics, to include imagery of places and maps		
	Key Assessments taking place			**Oracy Development**		
	• Baselines to begin topics • Repeated at the end of topic • Continual informal assessment in class			**Speaking Skills** • Use geographical vocabulary correctly (e.g. continent, population, climate, urban). • Describe features shown on maps, photographs and graphs. • Share ideas confidently with a partner or small group. **Discussion Skills** • Take turns during discussions. • Listen respectfully to others' opinions. • Ask simple geographical questions.		

Year 8

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Knowledge acquired					
Coasts • Features • Weathering and erosion • Case study	**Rivers** • Features • Weathering and erosion • Case Study	**Primary Activities** • Emphasis on farming • Case study and investigation	**Secondary and Tertiary Activities** • Focus on Birmingham City Centre • What jobs do people do	**Natural Hazards** • Earthquakes • Volcanos • Effect on local populations	**Study of an MEDC** • Japan • Physical features • Culture • Economic/population changes

Skills acquired	Digital Literacy
• **PEEL written answers** • **Map skills** • **Analysis of data e.g. traffic numbers, population** •	• **Use layers on digital maps to investigate population, climate or land use.** • **Measure distances and identify patterns using mapping tools.** • **Compare historical and modern satellite images.** • **Collect data and present them in charts and graphs**
Key Assessments taking place	**Oracy Development**
• Baselines to begin topics • Repeated at the end of topic • Continual informal assessment in class	Speaking skills • Explain subject specific terms from findings and investigations • Look to speak to larger groups • Compare verbally different environments, geography issues and locations Discussions • Justify opinions using evidence • Challenge ideas respectively and ask well thought through questions • Summarise group discussions

Year 9

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Knowledge acquired					
Kenya • Culture • Physical Features • Migration	**Kenya and Japan** • International development • Comparison to Japan	**Natural Environments** • Climates and Vegetation's • Hot desert • Polar regions	**Natural Environments** • How do humans affect the environment • How do physical processes	**European Study** • Italian culture • Italy's physical features	**Geographical Skills** • Maps • Keys • Directions

	• Sustainable environment			change the landscape	• Italy's relationship with other countries • Tourism	Revision of previous topics and skills

Skills acquired	Digital literacy
• **PEEL written answers** • **Map skills** • **Analysis of data e.g. traffic numbers, population** •	• Use GIS tools to investigate geographical issues. • Analyse population density, deprivation, flooding, migration or similar data and understand what data is. • Create simple thematic maps. • Assess the reliability, purpose and bias of online sources.
Key Assessments taking place	**Oracy Development**
• Baselines to begin topics • Repeated at the end of topic • Continual informal assessment in class	Speaking Skills • Present well-structured geographical arguments. • Evaluate evidence from multiple sources. • Use statistical and geographical evidence to support conclusions. • Adapt communication for different audiences. Discussion Skills • Lead and facilitate discussions. • Critically evaluate geographical issues. • Respond thoughtfully to questions. • Debate complex issues using balanced arguments.