

# Curriculum Assessment Map

# Subject: Geography

Yr 7

½ TERM	TAUGHT CURRICULUM	TAUGHT SKILLS	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA	LEARNED CURRICULUM
TOPIC					
<b>1 My Local Environment</b>	<p>What is Geography?</p> <p>Describing places</p> <p>My place in the world</p> <p>British Values</p>	<p>OS map skills (grid references, distance, direction, height).</p> <p>GIS</p> <p>Local to global (scale)</p>	Summative assessment 1	<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><a href="#">GeoBee: Geography   National Geographic</a></p> <p><a href="#">British values: article by David Cameron</a></p>
<b>2 Rivers</b>	<p>River processes</p> <p>River landforms</p> <p>Flooding (causes, impacts, responses)</p> <p>Flooding (management)</p> <p><u>Case study</u> of flooding management</p>	<p>Annotating landform diagrams.</p> <p>Sketching from photographs.</p> <p>OS map skills.</p> <p>Local river fieldwork (sketching &amp; velocity)</p>	Summative assessment 2	<p>Defining processes</p> <p>Applying processes to landforms</p> <p>Understanding causes, responses and flood management</p> <p>Sketching landforms</p>	<p><a href="#">River Flooding   BBC Teach</a></p> <p><a href="#">Rivers and flooding - Boscastle</a></p>
<b>3 Environmental Issues (EI)</b>	<p>What are environmental issues?</p> <p>Carbon footprint</p> <p>A range is taught including causes, impacts and solutions:</p> <ul style="list-style-type: none"> <li>-Endangered species</li> <li>-Oil spills</li> <li>-Pollution</li> <li>-Overfishing</li> </ul>	<p>GIS e.g. deforestation, Aral Sea depletion</p> <p>Statistics e.g. % change</p> <p>Graphical skills e.g. analysis, construct</p>	Extended writing assessment 1	<p>For an EI you have studied, discuss the causes, impacts and assess the human responses to the issue.</p> <p>Application of SPaG - literacy focus</p>	<p><a href="#">How can Europe tackle climate change? - BBC News</a></p> <p><a href="#">The 10 Most Endangered Animals in 2022</a></p>

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<p><b>4</b> <b>Coasts</b></p>	<p>Coastal processes Coastal landforms Coastal management <u>Case study</u> of coastal management</p>	<p>Annotating landform diagrams. Sketching from photographs. OS map skills. GIS e.g. coastal erosion</p>	<p>Summative assessment 3</p>	<p>Defining processes Applying processes to landforms Understanding causes, responses and flood management Sketching landforms</p>	<p><a href="#">Should we protect properties affected by coastal erosion?   BBC Teach</a>  <a href="#">Can the UK's crumbling coasts be saved from erosion?</a></p>
<p><b>5</b> <b>Population &amp; Cities</b></p>	<p>Population change Population distribution Migration Urbanisation (causes) Problems of urbanisation World cities <u>Case study</u> of world city</p>	<p>Graph analysis (choropleth, dot, proportional symbols, line)  Population pyramids</p>	<p>Extended writing assessment 2</p>	<p>“Push factors are the biggest cause of urbanisation”. Discuss.  Application of SPaG - literacy focus</p>	<p><a href="#">African brain drain- '90% of my friends want to leave' - BBC News</a>  <a href="#">Cities That Are Saving The Planet   Planet Earth II   BBC Earth</a></p>
<p><b>6</b> <b>UK &amp; Europe</b></p>	<p>What is the UK? (GB, UK, British Isles) Where do people live? What jobs do we do? Lake District National Park (glaciation) What is the EU? Europe country focus</p>	<p>Location of European human and physical geography  Debating  Independent study – analysis and presentation of information  Atlas work</p>	<p>Individual presentation assessment</p>	<p>criteria of presentation:-  European country study, to include Human factors Physical factors GIS</p>	<p><a href="#">European Union: What is the EU?</a>  <a href="#">LAKE DISTRICT National Park   England   Travel Guide</a></p>

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½ TERM	TAUGHT CURRICULUM	TAUGHT SKILLS	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA	LEARNED CURRICULUM
TOPIC					
<b>1 Weather and Climate</b>	<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>Construct and interpret climate graphs</p> <p>Numeracy e.g. range, mean etc.</p> <p>GIS e.g. air circulation</p>	Summative assessment 1	<p>Differences between weather and climate.</p> <p>Understanding factors that affect climate.</p> <p>Interpreting climate graphs and data.</p>	<p><a href="#">Extreme weather: What is it and how is it connected to climate change?</a></p> <p><a href="#">Impacts of Climate Change</a></p> <p><a href="#">Waters of Paradise - Adapting to Climate Change in the Maldives</a></p>
<b>2 Ecosystems</b>	<p>What is an ecosystem?</p> <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>Analysis of maps</p> <p>Constructing food webs</p> <p>Climate graph analysis</p> <p>Analysis of statistical data)</p>	Summative assessment 2	<p>Interactions between living and non-living.</p> <p>Location, characteristics and human pressure of global ecosystems.</p> <p>Importance of one key ecosystem (eg TRF)</p> <p><u>Extended writing question to include SPaG.</u></p>	<p><a href="#">Amazon rainforest: 'Once it's gone, it's gone forever' - BBC News</a></p> <p><a href="#">Oceans 101   National Geographic</a></p> <p><a href="#">Biodiversity loss risks 'ecological meltdown' - scientists</a></p>

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<p><b>3</b> <b>Development</b></p>	<p>What is development? Development indicators Inequality in development Demographic Transition Model Reducing the development gap including aid Study of a NEE e.g. Bangladesh</p>	<p>Analysis of statistical data Analysing DTM</p>	<p>Extended writing assessment 1</p>	<p>Pupils will be able to choose between 3 key aspects of topic: 1. Development indicators 2. Causes of Poverty 3. Reducing the Development Gap.  Application of SPaG - literacy focus</p>	<p><a href="#">What is the United Nations</a>  <a href="#">Human Development Index (HDI)</a>  <a href="#">Bangladesh - development overview</a></p>
<p><b>4</b> <b>Africa</b></p>	<p>Where is Africa? Overview of human and physical features including hot desert Challenging misconceptions Africa country focus - eg Kenya</p>	<p>Atlas work Interpreting maps GIS e.g. satellite imagery</p>	<p>Project choice of essay, video, booklet or poster</p>	<p>criteria of project:- African country study, to include Human factors Physical factors GIS</p>	<p><a href="#">Africa continent</a>  <a href="#">Africa - interactive map</a>  <a href="#">Deserts 101   National Geographic</a></p>
<p><b>5</b> <b>Resource Management</b></p>	<p>What is a resource? Fossil fuel formation Energy resources (renewable, non-renewable) Food (food miles) Water (scarcity)</p>	<p>Geological timescale Energy mix graphs</p>	<p>Decision making activity</p>	<p>‘Providing renewable energy for Rossendale’  Pupils will argue a case for their chosen renewable energy.</p>	<p><a href="#">Renewable Energy 101   National Geographic</a>  <a href="#">Podcast - Growing your own food - Alan Titchmarsh</a>  <a href="#">ENERGY SAVINGS TRUST - TOP TIPS TO REDUCE CARBON EMISSIONS</a></p>

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<p><b>6</b></p> <p><b>Fieldwork (local issue)</b></p>	<p>Local urban planning decision making exercise</p>	<p>Primary and secondary data collection</p> <p>Presentation of geographical information</p> <p>Analysis of geographical information</p> <p>Evaluation</p>	<p>Individual project</p>	<p>Fieldwork write up from urban study:</p> <p>aims</p> <p>methods</p> <p>data presentation</p> <p>analysis</p> <p>evaluation</p>	<p><a href="#">Field skills</a></p>
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Yr 9

½ TERM	TAUGHT CURRICULUM	TAUGHT SKILLS	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA	LEARNED CURRICULUM
TOPIC					
<p><b>1</b></p> <p><b>Middle East and Russia</b></p>	<p>For both areas:</p> <ul style="list-style-type: none"> <li>-Location</li> <li>-Climate</li> <li>-Natural features</li> <li>-Culture</li> <li>-Resources</li> <li>-Conflict</li> </ul> <p>(include polar desert – Siberia)</p>	<p>Atlas work</p> <p>Interpreting maps</p> <p>GIS e.g. satellite imagery</p> <p>Climate graphs</p>	<p>Extended writing assessment</p>	<p>“Dubai is a sustainable city”. To what extent do you agree with this statement?</p> <p>Application of SPaG - literacy focus</p>	<p><a href="#">Russia - interactive map</a></p> <p><a href="#">10 challenges facing the Middle East region in 2022</a></p> <p><a href="#">Lonely Planet - Dubai</a></p>

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<p><b>2</b></p> <p><b>Natural Hazards (tectonic)</b></p>	<p>What are natural hazards?</p> <p>Plate tectonics</p> <p><u>Volcanoes</u> (types, impacts, responses)</p> <p><u>Earthquakes</u> (features, measuring, impacts, responses)</p> <p>Case study for both of the <u>above</u></p>	<p>GIS e.g. distribution of tectonic hazard events</p> <p>Sketch and annotate geographic features</p> <p>Describing and understanding patterns of plate tectonics</p> <p>)</p>	<p>See below</p>	<p>See below</p>	<p><a href="#">Why Do So Many People Live Near Active Volcanoes?</a></p> <p><a href="#">Tsunamis 101   National Geographic</a></p> <p><a href="#">What is liquefaction?</a></p>
<p><b>3</b></p> <p><b>Natural Hazards (other)</b></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>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 1</p>	<p>Understanding tectonic processes.</p> <p>Applying processes to formation of tectonic landforms.</p> <p>Reducing the impacts of tectonic hazards (short/long term responses).</p> <p>Understanding causes, responses and management of a non-tectonic natural hazard of your choice.</p>	<p><a href="#">Hurricanes 101   National Geographic</a></p> <p><a href="#">Why do storms get named?</a></p> <p><a href="#">Wildfires 101   National Geographic</a></p>
<p><b>4</b></p> <p><b>China</b></p>	<p>Where is China?</p> <p>-Climate</p> <p>-Natural features</p> <p>-Secondary industry</p>	<p>Atlas work</p> <p>Interpreting maps</p> <p>GIS e.g. satellite imagery</p> <p>Population pyramids</p>	<p>See below</p>	<p>See below</p>	<p><a href="#">Five ways China's past has shaped its present</a></p> <p><a href="#">China's one-child policy explained - BBC News</a></p> <p><a href="#">Giant Pandas 101   Nat Geo Wild</a></p>

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	<ul style="list-style-type: none"> <li>-History and trade</li> <li>-Demographics</li> <li>-Culture</li> <li>-Urban and rural contrasts</li> </ul>	<p>Statistics e.g. birth and death rates, GDP</p>			
<p><b>5</b></p> <p><b>India</b></p>	<p>Where is India?</p> <ul style="list-style-type: none"> <li>-Climate</li> <li>-Natural features</li> <li>-Significance of the Ganges</li> <li>-Culture</li> <li>-Urban and rural contrasts</li> </ul> <p><u>Case study</u> of Dharavi, Mumbai</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>Summative assessment 2</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 the influence of China or India on the wider world.</p>	<p><a href="#">The Mighty River   Ganga: River From The Skies   National Geographic</a></p> <p><a href="#">Importance of conserving Sundarbans, the largest mangrove forest in the world</a></p> <p><a href="#">What's a slum? In India, Dharavi's thriving informal economy defies the label</a></p>
<p><b>6</b></p> <p><b>Independent project</b></p>	<p>Pupils choose a geographical interest to investigate. The chosen topic is researched and presented to the class.</p>	<p>A range of skills are likely to be demonstrated including:</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Independent study</li> </ul> <p>Select and present a range of resources</p>	<p>Individual presentation to be assessed</p>	<p>Communicate a chosen geographical topic to be peer assessed. Considerations to include:</p> <ul style="list-style-type: none"> <li>target audience</li> <li>detailed geographical content</li> <li>presentation and creativity</li> <li>sense of place and scale</li> </ul>	<p><a href="#">Working Independently</a></p>