



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Countries, Continents and oceans	To identify and locate the world's continents, oceans and major countries using an atlas.	Continent Country Ocean Border Hemisphere	“Find the country” activity using atlases. Mapping key geographical features using atlases. Written description of locations of various places.	Pre-requisites: KS2: Place, scale, locations of the world What comes next: Using description skills on different scales (UK and local) Truesize.com	Exploring places around the world (Google maps)
UK physical and human features	To locate and describe the human and physical features of the United Kingdom. To explain the links between the UK's physical and human Geography.	Urban Rural Relief Physical Human Environmental	Mapping key physical and human features using an atlas. Written description of the distribution of UK cities and highland areas. Written explanation of links between the UK's human and physical Geography.	Pre-requisites: KS2: UK Geography (counties and cities) What comes next: www.google.com/maps www.coolgeography.co.uk BBC Bitesize Geography	Exploring UK human and physical features (Google maps)
Measuring distance	To use a scale bar to measure distance on a map. To calculate distance on a map using different scales.	Scale Distance OS Map	Map skills work (using atlases and OS Maps) Written guide how to measure distance on an OS Map	Pre-requisites: KS2: Compass directions, scale What comes next: Practice using OS maps www.bing.com/maps (turn on OS map layer)	Key skills practice



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Map symbols	<p>To identify key map symbols that appear on OS maps.</p> <p>To use direction and distance skills to describe the locations of features on an OS map.</p>	<p>Symbols</p> <p>OS Map</p> <p>Key</p>	<p>“Map symbols bingo”.</p> <p>Map symbols card sort and definition activity.</p> <p>Using an OS map to describe locations of map symbols.</p>	<p>Pre-requisites:</p> <p>KS2: Compass directions, scale, map symbols on OS Maps</p> <p>Previous lesson (using scale)</p> <p>What comes next:</p> <p>Practice using OS maps</p>	Map symbol key revision for symbols quiz
Grid references	To understand how to use grid lines to read 4 & 6 figure grid references to describe locations of features on an OS map.	<p>Grid references</p> <p>OS Map</p> <p>Key</p> <p>Location</p> <p>Direction</p> <p>Compass points</p>	<p>Grid reference worksheets.</p> <p>“Fastest finger” location game.</p>	<p>Pre-requisites:</p> <p>KS2: Compass directions, scale, 4/6 figure grid references</p> <p>What comes next:</p> <p>Continue practicing using OS maps, describing location using grid references.</p>	Key skills practice
Measuring relief	<p>To understand the different ways height is shown on a map.</p> <p>To use contour lines and spot height to describe the relief of a place.</p>	<p>Relief</p> <p>Contour</p> <p>Spot height</p> <p>OS Map</p> <p>Topography</p> <p>Topographic map</p>	<p>Map work (using OS map and atlas to identify relief).</p> <p>Written description of a location’s relief using OS map and atlas.</p> <p>Written comparison of the relief of two different areas.</p>	<p>Pre-requisites:</p> <p>Knowledge/skills from previous lessons</p> <p>What comes next:</p> <p>Practicing and applying range of map skills on OS maps</p> <p>End of topic assessment</p>	Revision for end of unit test



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River profiles	<p>To describe the changes in a river from the source to the mouth.</p> <p>To explain the changes in a river from the source to the mouth.</p>	<p>Long profile</p> <p>Cross profile</p> <p>Channel</p> <p>River basin</p> <p>Course</p>	<p>Key word definitions.</p> <p>Drawing river long and cross profiles.</p> <p>Written explanation of changes along the course of a river.</p> <p>River Tees videos showing changes along the course of the river.</p>	<p>Pre-requisites:</p> <p>KS2: What are rivers, where they are found</p> <p>What comes next:</p> <p>Definitions of key processes and terms</p> <p>BBC KS3 Bitesize</p>	Key word definitions practice
River processes	<p>To understand and define the key processes that occur in a river.</p> <p>To explain how the processes change along a river's long profile.</p>	<p>Erosion</p> <p>Lateral</p> <p>Vertical</p> <p>Transportation</p> <p>Deposition</p>	<p>Key word definitions.</p> <p>River processes diagram and definition match-up activity.</p> <p>Written explanation linking processes to shape of cross and long profiles.</p>	<p>Pre-requisites:</p> <p>KS2: How topographic features have changed over time</p> <p>What comes next:</p> <p>Key features/landforms found on rivers</p> <p>www.coolgeography.co.uk</p>	Key word definitions practice
River features	<p>To understand the different features that form along a river.</p> <p>To explain how processes have created different features along a river.</p>	<p>Waterfall</p> <p>Gorge</p> <p>Meander</p> <p>Ox-bow lake</p> <p>Levee</p> <p>Delta</p> <p>Estuary</p>	<p>Annotated diagrams showing formation of river features.</p> <p>Written explanations how river features have formed using key geographical terminology.</p>	<p>Pre-requisites:</p> <p>KS2: How topographic features have changed over time</p> <p>What comes next:</p> <p>River flooding (causes and impacts)</p> <p>www.coolgeography.co.uk</p>	Research a world river of your choice



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Causes of flooding	To identify the different human and physical causes of flooding. To explain how the risk of flooding can be increased.	Permeable Impermeable Relief Deforestation Precipitation Saturation Urbanisation	Categorising causes of flooding. Definitions of key words. Picture link activity. Written explanation how flood risk can be increased.	Pre-requisites: Extended writing skills What comes next: Impacts of flooding (news articles of flood events)	Key word definitions practice Research local flood event (E.G. Hebden Bridge 2015)
Impacts of flooding	To describe the social, economic and environmental impacts of flooding. To apply understanding of the impacts of flooding to a case study in different parts of the world.	Social Economic Environmental LIC HIC Long-term Short-term	Locating places using an atlas. Reading and analysing photos. Categorising impacts of flooding card sort. Case study of Bangladesh & Hebden Bridge. Newspaper report. Written comparison of impacts in an LIC and HIC.	Pre-requisites: Links to causes of flooding lessons (application to examples) Extended writing skills What comes next: Look up Hebden Bridge articles/local flooding events. Management strategies put in place	Key word definitions practice
Managing flooding	To describe different methods of mitigating flooding. To evaluate the effectiveness of different flood management techniques.	Hard engineering Soft engineering Mitigation Adaptation Flood plain zoning Dams	Written description of different methods of flood management. Categorising methods into hard/soft engineering. Decision making exercise (cost/benefit analysis).	Pre-requisites: Understanding of flood events and how people are affected What comes next: Met Office flood alerts Environment agency flood warnings End of topic assessment	Revise for end of unit test



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Evidence of past climate change	To understand how scientists can measure climate change in the past. To explain how the Earth's climate has changed by using data and evidence.	Climate change Global warming Tree rings Ice cores Fossils Greenhouse gases	Describing trends on a graph Definitions of key words Written analysis of evidence of climate change	Pre-requisites: Writing skills Maths/graph skills What comes next: Causes of climate change Links to GCSE (climate change topic)	Research how the UK's climate has changed in the past
Causes of climate change	To describe the natural and human causes of past and current climate change. To explain how the greenhouse effect has an influence on Earth's climate.	Greenhouse effect Volcanic eruptions Milankovitch cycles Sun spots Fossil fuels Carbon footprint	Describing trends on a graph Key term definitions Annotated diagrams (greenhouse effect) Written explanation/analysis of causes of climate change	Pre-requisites: Maths/graph skills Links back to previous lesson(s) What comes next: Management of climate change Links to GCSE (climate change topic) Links to Ecosystems (Year 8)	Calculate your own carbon footprint
Impacts of climate change	To describe the impacts of climate change on a local, national and global scale. To evaluate the level of impacts climate change may have on the world.	Global warming Sea level rise Greenhouse effect Ice caps Glaciers	Linking causes of climate change to impacts Analysis of sources of information Written evaluation of impacts of climate change	Pre-requisites: Map skills (start of Year 7) What comes next: Links to next topic (cold environments)	Research about a type of renewable energy



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Mitigating climate change	<p>To explain how methods such as carbon capture and reforestation can limit climate change.</p> <p>To evaluate the effectiveness of renewable energy sources.</p>	<p>Renewable energy</p> <p>Carbon capture</p> <p>Reforestation</p> <p>Mitigation</p> <p>Carbon sink</p>	<p>Definitions of key words</p> <p>Written descriptions of methods of mitigation</p> <p>Analysis of types of renewable energy</p> <p>Drawing conclusions using information</p>	<p>Pre-requisites:</p> <p>Previous lesson (impacts of climate change)</p> <p>Extended writing skills</p> <p>What comes next:</p> <p>Adaptations to climate change</p> <p>Links to GCSE climate change topic</p>	<p>Research the 2015 Paris climate conference</p>
Adapting to climate change	<p>To describe ways in which we may need to adapt to climate change.</p> <p>To evaluate the potential positive and negative adaptations we may need.</p>	<p>Sea level rise</p> <p>Food miles</p> <p>Adaptations</p>	<p>Analysis of sources of information</p> <p>Written evaluation of methods of adapting to climate change</p>	<p>Pre-requisites:</p> <p>Previous lesson (mitigation)</p> <p>What comes next:</p> <p>Links to Year 8 (human adaptations in ecosystems)</p>	
Managing climate change case study (Kenya)	<p>To describe how Kenya is trying to adapt and mitigate the impacts of climate change.</p> <p>To evaluate the effectiveness of Kenya's management strategies.</p>	<p>Mitigation</p> <p>Adaptation</p> <p>LIC</p> <p>Renewable energy</p> <p>Solar energy</p>	<p>Description of background information about Kenya</p> <p>Analysis of information about Kenya's management strategies</p>	<p>Pre-requisites:</p> <p>Previous lessons (methods of mitigation and adaptation)</p> <p>Map skills</p> <p>What comes next:</p> <p>Links to Year 8 (Africa)</p> <p>Links to Year 9 (Development)</p> <p>Links to GCSE Climate Change topic</p>	<p>Revise for end of topic test</p>



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What are Glaciers?	<p>To explain what glaciers are.</p> <p>To describe the distribution of glaciers.</p> <p>To explain the key processes that occur at glaciers.</p>	<p>Glaciers</p> <p>Ice sheet</p> <p>Erosion</p> <p>Transportation</p> <p>Plucking</p> <p>Abrasion</p> <p>Freeze thaw</p>	<p>Map investigation: Locations of glaciers.</p> <p>Storyboard of formation of glaciers.</p> <p>Key word definitions with annotated diagrams.</p>	<p><i>Pre-requisites:</i></p> <p>Map skills (HT1)</p> <p><i>What comes next:</i></p> <p>Glacial landforms</p>	<p>Research glaciers in the UK (ice age).</p>
Glacial landforms (2 lessons)	<p>To describe the landscape that glaciers are found in.</p> <p>To explain the formation of erosional and dispositional glacial landforms.</p>	<p>Corrie</p> <p>Arête</p> <p>Pyramidal Peak</p> <p>U-Shaped Valley</p> <p>Drumlins</p> <p>Erratic</p> <p>Moraines</p> <p>Kettle Holes</p>	<p>Photograph analysis.</p> <p>Key word definitions.</p> <p>Annotated diagrams of landforms.</p> <p>Written explanations of landforms.</p>	<p><i>Pre-requisites:</i></p> <p>Understanding of what glaciers are.</p> <p>Understanding of processes and landscapes (HT2)</p> <p><i>What comes next:</i></p> <p>Impacts of climate change on glaciers</p>	<p>Research what has happened to glaciers in last 20 years.</p>
Climate change and glaciers	<p>To describe and explain the impacts of climate change on glaciers.</p> <p>To explain how melting ice sheets could cause problems on a number of scales.</p>	<p>Climate change</p> <p>Global warming</p> <p>Sea level rise</p> <p>Ocean acidification</p> <p>Saline levels</p> <p>Ocean currents</p> <p>Habitats</p>	<p>Graph analysis: Climate change trends.</p> <p>Investigation carousel: Impacts of climate change on glaciers and ice sheets.</p> <p>Exam question practice.</p>	<p><i>Pre-requisites:</i></p> <p>Understanding of climate change (HT4)</p> <p><i>What comes next:</i></p> <p>Features of cold environments</p>	<p>Key word definitions revision</p>



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Tourism in Antarctica	<p>To describe the reasons Antarctica is growing as a popular tourist destination.</p> <p>To assess the impacts of tourism on Antarctica.</p>	<p>Tourism</p> <p>Antarctica</p> <p>Extreme tourism</p> <p>Southern lights</p> <p>Fragile ecosystem</p>	<p>Class discussion: Reasons for visiting Antarctica.</p> <p>Photograph analysis.</p> <p>Categorising impacts of tourism.</p> <p>Class debate: Should tourists visit Antarctica.</p>	<p><i>Pre-requisites:</i></p> <p>Understanding characteristics of cold environments</p> <p>Debating skills</p> <p><i>What comes next:</i></p> <p>Links to Year 8 Tourism (HT6)</p>	<p>Research about a cold environment animal.</p>
Adapting to cold environments (2 lessons)	<p>To describe the physical and behavioural features of cold environment animals.</p> <p>To explain how adaptations help species to survive in cold environments.</p> <p>To create an animal that can survive in cold environments.</p>	<p>Adaptations</p> <p>Survival</p> <p>Predators</p> <p>Physical</p> <p>Behavioural</p>	<p>Photograph analysis.</p> <p>Key word definitions.</p> <p>Annotated diagrams.</p> <p>Creation of cold environment animal.</p> <p>Written explanation of adaptations.</p> <p>Documentary analysis: Dynasties</p>	<p><i>Pre-requisites:</i></p> <p>Understanding characteristics of cold environments</p> <p><i>What comes next:</i></p> <p>Links to Year 8 Ecosystems (HT4)</p> <p>Links to GCSE (Living World: Cold Environments)</p>	<p>Research the Antarctic Treaty</p>
Threats to cold environments (2 lessons)	<p>To describe the human threats to species in cold environments.</p> <p>To explain what is being done to limit threats to cold environments.</p> <p>To assess the effectiveness of the Antarctic Treaty.</p>	<p>Land uses</p> <p>Resources</p> <p>Conflict</p> <p>Mining</p> <p>Fishing</p> <p>Antarctic Treaty</p>	<p>Video analysis.</p> <p>Carousel information gathering: Human uses of Antarctica</p> <p>Class debate: How should humans use cold environments?</p> <p>Exam question practice.</p>	<p><i>Pre-requisites:</i></p> <p>Understanding characteristics of cold environments</p> <p><i>What comes next:</i></p> <p>End of topic assessment.</p> <p>Links to GCSE (Living World: Cold Environments)</p> <p>New topic: Fantastic Places.</p>	<p>Revise for EoT test.</p>



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Dubai: The impossible city (2 lessons)	<p>To explain how and why Dubai has grown over the last 60 years.</p> <p>To describe the characteristics of Dubai's economy and culture.</p> <p>To evaluate the issues facing Dubai's future development.</p>	<p>Dubai</p> <p>Middle East</p> <p>Oil</p> <p>Development</p> <p>Religion</p> <p>Tourism</p> <p>Economy</p>	<p>Photograph analysis: Dubai over time.</p> <p>Video analysis: Change in Dubai's landscape.</p> <p>Written explanation of Dubai's growth.</p> <p>Carousel: Tourist attractions in Dubai.</p> <p>Diamond 9: Key issues for Dubai's future.</p>	<p><i>Pre-requisites:</i></p> <p>World map knowledge (HT1)</p> <p><i>What comes next:</i></p> <p>Australia's human and physical features</p> <p>Links to Year 9 Development (HT3)</p> <p>Links to Year 8 Tourism (HT6)</p>	Design a new luxury hotel building for Dubai.
Australia's amazing physical Geography	<p>To describe the human and physical features of Australia.</p> <p>To summarise the main natural tourists attractions in Australia.</p> <p>To explain how some of Australia's main physical features were formed.</p>	<p>Great Barrier Reef</p> <p>Uluru</p> <p>Ayres Rock</p> <p>Tourism</p>	<p>Mapping activity: Australia's main human and physical features.</p> <p>Information gathering activity: Australia's main tourist attractions.</p> <p>Creation of tourist advert for Australia's physical landmarks.</p>	<p><i>Pre-requisites:</i></p> <p>World map knowledge (HT1)</p> <p>Tourism (Cold Environments, HT5)</p> <p><i>What comes next:</i></p> <p>Mount Everest: World's Highest Point</p> <p>Tourism (Year 8, HT6)</p>	Research the cost, travel and arrangements of hiking up Mount Everest.
Mount Everest: The World's highest point	<p>To describe the physical features and creation of Mount Everest.</p> <p>To explain the risks of climbing Mount Everest.</p>	<p>Mountain range</p> <p>Tectonic Plates</p> <p>Asia</p> <p>Collision Boundary</p> <p>Avalanche</p> <p>Nepal</p> <p>Himalayas</p>	<p>Mapping activity: Location of Everest</p> <p>Annotated diagram of plate boundary.</p> <p>Information gathering: Hiking in Everest</p> <p>Creation of a Mount Everest trek risk assessment.</p>	<p><i>Pre-requisites:</i></p> <p>Human/physical Geography knowledge (HT1)</p> <p>World map knowledge (HT1)</p> <p><i>What comes next:</i></p> <p>Links to Tectonics (Year 9, HT2)</p> <p>North Korea: A country of secrets</p>	Find 5 facts about North Korea.



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North Korea: A country of secrets.	<p>To describe the location and historical Geography of North Korea.</p> <p>To explain the politics of North Korea and why the county is so secretive.</p>	<p>Dictatorship</p> <p>Kim Jong-Un</p> <p>Independence</p> <p>Civil War</p> <p>Government</p> <p>Democracy</p>	<p>Mapping activity: Describe location of North Korea.</p> <p>Timeline of key moments in North Korea's history.</p> <p>Information gathering (carousel): Facts about North Korea's government and culture.</p>	<p><i>Pre-requisites:</i></p> <p>Map skills (HT1)</p> <p><i>What comes next:</i></p> <p>Links to Development (Year 9, HT3/ GCSE)</p>	<p>Research Native Americans in the USA</p>
Will the Native Americans finish Crazy Horse?	<p>To describe who Crazy Horse was and who the Native American people are.</p> <p>To explain why Native Americans want to celebrate Crazy Horse.</p> <p>To assess the reasons why Crazy Horse's memorial is incomplete.</p>	<p>Native Americans</p> <p>Reservations</p> <p>Crazy Horse</p> <p>Memorial</p> <p>South Dakota</p> <p>Indigenous</p> <p>USA</p>	<p>Key word definitions.</p> <p>Mapping activity: Distribution of Native American reservations.</p> <p>Information gathering: Native American history.</p> <p>Investigation activity: Why is the Crazy Horse memorial incomplete?</p>	<p><i>Pre-requisites:</i></p> <p>Map skills (HT1)</p> <p><i>What comes next:</i></p> <p>Links to development/migration (GCSE)</p> <p>Links to migration (Year 9, HT1)</p> <p>Vatican City: The World's Smallest Country</p>	<p>Research the life of the current Pope.</p>
Vatican City: The World's smallest country.	<p>To describe the location and significance of Vatican City.</p> <p>To explain why the Catholic Church has it's own country.</p>	<p>Catholicism</p> <p>Christianity</p> <p>The Pope</p> <p>Rome</p> <p>Enclave</p> <p>St Peter's Square</p> <p>Michelangelo</p> <p>Sistine Chapel</p>	<p>Mapping activity: Location of Vatican City on a range of scales.</p> <p>Information gathering (carousel): Facts about Vatican City.</p> <p>Creation of Vatican City factfile.</p>	<p><i>Pre-requisites:</i></p> <p>Knowledge of Catholicism (R.E./KS2)</p> <p>Map skills: Europe (HT1)</p> <p><i>What comes next:</i></p> <p>Cross-curricular links (R.E. Catholicism)</p> <p>Links to wider school ethos</p>	