Hodgson Academy

Geography

KS3 Curriculum Overview

	HT1	HT2	HT3	HT4	HT5	HT6	End point
Year 7 Local	**How important is our local environment of Poulton Le Fylde?** **Content:** **Concepts Physical:** -Local, national, global - Food chains - Biomes -Deciduous forest - Beacon Fell -Coastline **Concepts Human:** - Coastline - Beacon Fell management - Dangers of the coastline - Blackpool heritage - Tourist Butler model **Geographical Skills:** - How to read a world map - How to read and interpret symbols on an OS map **POTENTIAL FIELDWORK 2027:** Year 7 trip to Beacon Fell	**Are we lost without Geography on the Fylde coast?** **Content:** **Concepts: Geographical** -Continents and oceans -longitude and latitude -direction -climate graphs- the Fylde's average climate -4/6 figure grid references -relief -scale- the Pleasure beach **Geographical skills:** - Reading OS maps -Interpreting world maps	**Is it always wet in the Lancashire?** **Content:** **Concept Physical:** - The hydrological cycle - Types of rainfall -Pressure systems -Factors that affect climate -Microclimate investigation -Tornados in the UK -Extreme weather in the UK **Human concepts:** - How weather systems impact people in the UK **Geographical Skills:** -How to conduct a geographical investigation.	**How important is the River Wyre to our local environment?** **Content:** **Concepts physical:** -The hydrological cycle - forms of erosion (attrition, abrasion, hydraulic action and solution) - The forms of transportation (solution, traction, saltation and suspension). -The formation of different erosional features (ox bow lakes, meanders and waterfalls. **Concepts human:** -flooding, causes and impacts on human environments **Geographical Skills** -How to use sequencing to explain the formation of landscapes.	**Can Geographers help to solve crime within Hodgson Academy?** **Content:** **Concepts: Human:** -The causes of crime -Mapping of crime -Types of Crime -How crime varies beyond local - The use of GIS in the emergency services. **Geographical Skills:** -Identifying patterns and suggesting reasons for the patterns. -The use of GIS.	**What is the function of Poulton Le Fyle?** **Content:** **Concepts human:** -Settlement -History of land use -Urbanisation -Sustainability -Human and physical impacts on the environment **Geographical Skills:** -Map skills to describe location. -Reading OS maps - Geographical investigation in Poulton Le Fylde **FIELDWORK:** - Poulton Land use - Geographical investigation in Poulton Le Fylde	By the end of Year 7, students can use **geographical skills** to investigate places at local, national, and global scales. They understand the concepts of **place, space, and interconnection**, and can explain how physical and human processes shape environments and communities. Students can analyse maps, data, and fieldwork, recognise how their actions affect the local environment, and communicate their understanding using accurate geographical vocabulary.
Concepts	The Year 7 Geography curriculum is centred on the concepts of **locality, place, space, and geographical skills**. Human and physical geography are embedded throughout all topics, helping students understand how physical processes shape landscapes and how human activities influence places. Students develop a sense of identity and belonging through the study of their local environment, exploring how their actions can impact and shape their community. Geographical skills, including mapwork, enquiry, and data analysis, are developed across the curriculum to support students in understanding and investigating the world around them.						
Assessment	**Formative assessment** takes place each lesson through DO NOW activities 'geog' your memory. One mid topic assessment in the form of MCQ takes place per topic. **Summative assessment** takes place three times a year in line with the whole school calendar, and these are cumulative assessments that assess; - Knowledge - Application - Consolidation						

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Year 8 Regional/ National	**Should Antarctica be protected?** **Content:** **Physical concept:** -The geographical location of Antarctica. -The biodiversity in Antarctica. **Human concept:** -The human uses of Antarctica. -The threats facing Antarctica. -The management of Antarctica. **Geographical Skills:** -Map skills to describe location. -Links between human actions and outcomes. -Ideas and conceptions surrounding sustainability.	**Why do coastlines change over time?** Content: Physical concept: - An introduction to coasts - How are waves shaping the coastline? - Headlands and Bay formation - Old Harry mystery - Longshore drift - Spits - Climate change and coasts Human concept: - Humans and their interactions with the coastline. Geographical Skills: -Map skills to describe location. -Links between human actions and outcomes. -Ideas and conceptions surrounding sustainability.	**What are the misconceptions of Africa?** **Content:** **Physical Concept:** -The geographical location of Africa -The countries of Africa - The climate of Africa **Human Concepts:** -Blood diamonds -Child Soldiers -inequality **Geographical Skills:** -Map skills to describe location. -Links between human actions and outcomes. -Ideas and conceptions surrounding sustainability.	**Iceland: Is living by a tectonic hazard a crazy choice?** **Content:** **Physical concept:** -The layers of the Earth. -The different plate boundaries (constructive, conservative and destructive). **Human concepts:** -The causes, effects and responses to the E15 volcano. -The causes, effects and responses to the Boxing Day Tsunami. -Reasons why people continue to live close to tectonic hazards. **Geographical Skills** -How to use sequencing to explain the formation of landscapes. -Links between human actions and outcomes.		**Why do Russia and the Middle East matter in an interconnected world?** **Content:** **Human and physical concepts:** -Human and physical features of Russia and the Middle East. -The development of these areas. -The sustainability of these areas. **Geographical Skills:** -Interpretation of patterns on maps. -Interpretation of development data. -Map skills to describe location.	Students understand how **human and physical processes** influence national and regional places. Students can compare regions using geographical evidence and can explain the connections and changes that shape them using accurate geographical vocabulary.
Concepts	The Year 8 Geography curriculum is centred on the concepts of **place, space, interconnection, and geographical skills** through the study of national and regional geography. Human and physical geography are embedded throughout all topics, helping students understand how physical processes shape landscapes and how human activities influence regions, populations, and economies. Students develop an understanding of the similarities and differences between regions within the UK and across the world, exploring how places are connected and how they change over time. Geographical skills, including mapwork, enquiry, data analysis, and the interpretation of geographical evidence, are developed throughout the curriculum to support students in investigating and explaining geographical patterns, processes, and issues at national and regional scales.						
Assessment	**Formative assessment** takes place each lesson through DO NOW activities 'geog' your memory. One mid topic assessment in the form of MCQ takes place per topic. **Summative assessment** takes place three times a year in line with the whole school calendar, and these are cumulative assessments that assess; - Knowledge - Application - Consolidation						

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Year 9- GLOBAL	**Globalisation: Is the world getting smaller?**
	
	Content:
	Human concepts:
	• The different ways that countries can be interlinked.
	• Employment sectors
	• TNCs
	• Impacts of globalisation
	• Dhaka factory collapse
	
	Physical concepts:
	• TNC's and the environment
	
	Geographical Skills:
	• Ideas and conceptions surrounding sustainability.
		Ecosystems: Should a road be built through the Amazon?
		
		Content:
		Physical concepts:
		• Deserts
		  • Characteristics
		• Cold environments
		  • Characteristics
		
		• **Human concepts:**
		• Opportunities and challenges
		• Management strategies
		
		• **Geographical Skills:**
		• Ideas and conceptions surrounding sustainability.
		• Interpretation of patterns on maps.
		• Interpretation of data.
		• Map skills to describe location.
				Global development: Is everything always as it seems?
				
				Content:
				Human concepts:
				-World misconceptions
				-Unequal development
				-It everything all doom and gloom?
				
				Physical concepts:
				-Natural hazards
				-Climate change
				Geographical skills
				-Interpretation of patterns on maps.
				-Interpretation of development data.
				-Map skills to describe location.
					What are the impacts of climate change on our planet?
					Content:
					Physical and human concepts combined:
					-What is climate change?
					-evidence for climate change
					-human causes
					-natural causes
					-impacts
					-solutions
					
					Geographical Skills
					-Interpretation of patterns on maps.
					-Interpretation of population pyramids.
						Why has China's influence grown so rapidly since 1978?
						Content:
						Physical concepts:
						-The location of China
						-The physical geography of China
						-The three gorges dam
						
						Human concepts:
						-China's place in the world
						-Trading partners
						-development
						-One child policy
						Geographical Skills
						-Interpretation of patterns on maps.
						-Interpretation of development data.
						-Map skills to describe location.
							Students understand how **global human and physical processes** create interconnected opportunities and challenges, recognise their role as global citizens and the impact of their actions on the world, and use **geographical skills** and evidence to **evaluate issues of sustainability** and communicate informed conclusions about the world's changing environments and societies.

Concepts	The Year 9 Geography curriculum is centred on the concepts of **globalisation, interconnection, sustainability, and geographical skills**. Human and physical geography are embedded throughout all topics, helping students understand how physical processes and human activities shape the world's environments, economies, and societies. Students explore global issues and challenges, examining how places are interconnected through environmental, social, economic, and political processes. They develop an understanding of the opportunities and impacts of global change and consider the responsibilities of individuals, communities, and nations in creating a more sustainable future. Geographical skills, including mapwork, data analysis, enquiry, and the interpretation of geographical evidence, are further developed to enable students to investigate, evaluate, and communicate informed views on global issues.						
Assessment	**Formative assessment** takes place each lesson through DO NOW activities 'geog' your memory. One mid topic assessment in the form of MCQ takes place per topic. **Summative assessment** takes place three times a year in line with the whole school calendar, and these are cumulative assessments that assess; - Knowledge - Application - Consolidation						