KS3 WES CURRICULUM FRAMEWORK FOR GEOGRAPHY (c. 60 teaching hours)

YEAR 7	**Autumn 1** **What is Geography? /Map Skills**	**Autumn 2 & Spring 1** **Home Region – Urbanisation**	**Spring 1 & Spring 2** **Volcanoes**	**Spring 2 & Summer 1** **China**	**Summer 1 & Summer 2** **Swain Lane Survey**
	Current resource: New Foundations Mapzone https://www.ordnancesurvey.co.uk/mapzone/ **Key Questions** How do I read and give directions on maps? How do I read height on maps? How can I measure distance on maps? How can I locate an area on a map using 4 fig grid references? How can I locate specific places/features on a map using 6-fug grid references? How can maps be crucial in survival situations? **Knowledge/Skills/Understanding** - Analyse and interpret different data sources. - build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. ♣ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. **Cross-curricular links:** Maths— Grid references, use of scale. **key vocab:** Atlas, Compass Directions, Contour Lines, Grid Line, Grid References, Grid Squares, Key, Layer Colouring, OS map, Relief, Scale, Spot Height, Symbols. **Assessment (Age related expectation):** ***'I can..'*:** …, use 6 fig grid references confidently on OS maps(++) ... Accurately use scale to measure distance(+) ..use 4 fig grid references confidently on OS Maps**(=)** **...** accurately use and 8 point compass to describe direction(-) ...identify a range of OS map symbols (- -)	**Current resource: New Foundations** **Key Questions** How can we give a good location description? What are the reasons for London settlement site? What is the influence of physical factors? (i.e. relief of the land, proximity to water sources, geology, and soil fertility) How can the urban land use model can be applied to a city, Central Business District (CBD):. Inner City Suburbs; Countryside. How do the functions and age of building vary across the city? **Knowledge/Skills/Understanding** -understand geographical similarities, differences and links between places through the study of human and physical geography of a region. -human geography relating to: population and Urbanisation use Geographical Information Systems (GIS) to view, analyse and interpret places and data. **Cross-curricular links:** Maths— Data table interpretation. Compiling pie charts. History— Roman occupation of the UK and the creation of 'Londinium'. **key vocab:** Detached, Residential Ethnicity; Route centre; Rural; Hamlet; Semi-detached; Settlement site/situation;Suburbs; Inner city; Survey; Land use model; Terraced; Land use zones; Urban área; Village; Bridging point; Multi-cultural, CBD, Natural resources **Assessment (Age related expectation):** ***'I can..'*:** …, evaluate the urban life (++) ... explain settlement patterns (+) ..explain a range of site factors **(=)** **...** describe the location of London (-) ...identify a range of site factors (- -)	**Current resource:** New Foundations**,** Geog. 1, Interactions **Key Questions** Why do volcanoes occur? Where are volcanoes located? What are the different types of plate boundaries? What are the features of a volcano? What are the dangers & benefits of volcanoes? **Knowledge/Skills/Understanding** -understand, by detailed place-based exemplars at a variety of scales, the key processes in: ♣ physical geography relating to: geological timescales and plate tectonics. -understand how human activity relies on effective functioning of natural systems use Geographical Information Systems (GIS) to view, analyse and interpret places and data. **Cross-curricular links:** Science— Tectonic plate movement **key vocab:** Active, Constructive / Divergent margin, Convection Current, Crater, Destructive / Convergent margin, Dormant, Earth's Core, Earth's Crust, Earth's Mantle, Evacuation, Extinct, Geothermal energy, Lava, Magma, Magma Chamber, Mud Flow (Lahar), Pyroclastic Flow, Vent **Assessment (Age related expectation):** ***'I can..'*:** ... Evaluate in detail the advantages and disadvantages of living in a volcanic area. .. explain why different types volcanoes are found at different plate boundaries. (+) **...** .identify three different types of plate boundary and the events that occur there**(=)** ... accurately describe the global pattern of volcanoes (-) …Identify the global pattern of volcanoes on a map (- -)	**Current resource: Geog .2 4th Edition** **Key Questions** What are the physical features of China? How is China's population distributed? How does China's climate compare to the UK's? How does daily life in China compare to UK? What impact has urban change had on China's housing? **Knowledge/Skills/Understanding** *Extend locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on China, focusing on their environmental regions, including key physical and human characteristics, countries and major cities - understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia. *Understand, using detailed place-based exemplars at a variety of scales, the key processes in: - physical geography relating to: weather and climate, -human geography relating to: population and urbanisation; international development. *use Geographical Information Systems (GIS) to view, analyse and interpret places and data. **Cross-curricular links:** **key vocab** Physical Features, deserts, mountains, climate, population distribution, urban change. **Assessment (Age related expectation):** ***'I can..'*:** …, Produce a detailed evaluation about living in the UK and China (++) ... Accurately interpret and describe climate graph for China and the UK (+) ...describe aspects of daily life in China **(=)** **...** accurately identify a number of physical features in China on a world map(-) ...identify a China on a world map (- -)	**Current resource: New Foundations** Key Questions What steps do we take to conduct a field study? How we collect the data? How do we present the data? How do we analyse the data? How do we evaluate the data? **Knowledge/Skills/Understanding** *human geography relating to: population and urbanisation; *build on their knowledge of maps and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. * use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. **Cross-curricular links:** Maths— Data table interpretation. Compiling graphs. **key vocab:** Hypothesis, primary data, secondary data, choropleth map. **Assessment (Age related expectation):** ***'I can..'*:** …, accurately analyse and evaluate the data against my hypothesis (++) ... accurately present my data collected in a variety of ways (+) .. collect data for my field study and attempt to present it **(=)** **...** Introduce my field study with a clear hypothesis (-) ...identify mark Swain's line accurately on a map (- -)
Assessment	**Big Idea**: 1 & 4 Map Skills Nevis Island test—Multi-skilled tasks. **Activities for consistency:** All teachers must complete a Hampstead and Highgate OS Map task during the unit to apply the skills learned to a familiar setting .	**Big Idea**: 2 & 5 Home Region Urbanisation Multi-skilled tasks. **Activities for consistency:** All teachers should carry out two local walks to look and land use and housing differences in an urban transect. All teachers must complete an 'Evaluate' extended writing task mid-unit: 'It is much better to live in a city than a rural area'.	**Big Idea**: 1, 2 & 5 Multi-skilled tasks **Activities for consistency:** All teachers must explain the volcano model competition.	**Big Idea**: 1 & 2 Extended writing task: Evaluate: I would Rather live in China than the UK **Activities for consistency:** All teachers must review Yunnan Middle School visit resources to compare UK and China lives.	**Big Idea**: 3 & 4 Multi-skilled tasks. **Activities for consistency:** All teachers must take students on a local fieldwork walk and teach the steps needed to follow a fieldwork study.

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YEAR 8	**Autumn 1 & 2** **World Cup – Russia & The Middle East**	**Autumn 2 & Spring 1** **Glaciation**	**Spring 2 & Summer 1** **Using GIS & Geography of Crime**	**Summer 1 & Summer 2** **Rivers & water consumption**
	Current Resource: Geog. 3 4th edition https://www.natgeokids.com/uk/discover/geography/countries/russia-facts/ Where are Russia and the Middle East? What are the physical features of Russia and the Middle East? How and why is population distributed in Russia and the Middle east? What are the climate and biomes of Russia and the Middle East? Are Russia and the Middle East appropriate places to host the World Cup? **Knowledge/Skills/Understanding** extend locational knowledge and deepen spatial awareness of the world's countries using maps of the world to focus on Russia, and the Middle East understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems use Geographical Information Systems (GIS) to view, analyse and interpret places and data **Cross-curricular links:** Science— Factors leading to specific flora and fauna in different biomes. **key vocab teaching:** Arid, Biomes, Climate graph, Coniferous forest, Human factors, Infra-structure, Lines of Latitude, Lines of Longitude, Peninsula, Physical factors, Plain, Plateau, Population Density, Population Distribution, Semi-Arid, Steppe, Taiga, Tundra **Assessment (Age related expectation):** ***'I can..'*** (++)...assess the reasons for the location of the World Cup in Russia and the Middle East. (+).. describe the physical landscape, climate and natural environment of Russia the Middle East **(=)**.. understand the distribution of biomes in Russia and the Middle East (-)..identify parts of Russia and the Middle East that are densely and sparsely populated. (- -)... · describe where Russia and the Middle East are located	**Current Resource:** Geog. 1 4th edition What are glaciers? How do they form? How do glaciers erode and shape the land? What erosional features do glaciers create? What depositional features do glaciers create? How do humans use glaciated areas? How can we recognise glaciated features on OS Maps? **Knowledge/Skills/Understanding** understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: ♣ physical geography relating to: rocks, change in climate from the Ice Age to the present; and glaciation understand how human and physical processes interact to influence, and change landscapes, environments and the climate. interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs· **Cross-curricular links:** Science— Greenhouse Effect **Key vocab:** Ablation Abrasion, Accumulation, Arête, Corrie, Crevasse, Drumlin, Erosion, Freeze-Thaw, Weathering, Glacier, Hanging valley, Lateral moraine, Meltwater, Moraine, Plucking, Pyramidal peak, Snout, Tarn, Terminal moraine, U shaped valley **Assessment (Age related expectation):** ***'I can..'...*** ... Examine clearly the processes that lead to the formation of a drumlin. .. explain how glaciated features can be identified on OS maps. (+) ...(=) ...explain how erosional and depositional shape the land ... accurately describe a range of erosional and depositional features (-) ...Identify the glaciated areas on a map (- -)	https://www.ordnancesurvey.co.uk/education/gis-schools **Current Resource:** Geog.2 4th edition, Geog.2 What is GIS? How is GIS constructed? How is GIS used by the police? How can we categorise crime? What is the pattern of crime like in the UK? Where do most crimes occur and why? Who is at risk of crime in our local area? Why are they at risk? How could crime be reduced in the local area? **Knowledge/Skills/Understanding** human geography relating to: population and urbanisation build on knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ♣ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs ♣ use Geographical Information Systems (GIS) to view, analyse and interpret places and data. ♣ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. **Cross-curricular links:** Maths - Graphicacy **Key vocab:** Geograhical Information System, Data, Data Layers, Longitude, Latitude, Global Positioning System, Modelling, Mapping, Conviction, Crime hotspot, Crime Patterns, Crime Rate, Choropleth Map, Distribution, Least Effort Principle, Manslaughter, Mental Map, Primary data, Secondary data, Qualitative data, Quantitative data, Target Hardening, Trend **Assessment (Age related expectation):** ***'I can..'*** ..., accurately analyse and evaluate the data against my hypothesis (++) ... accurately present my data collected in a variety of ways (+) .. collect data for my field study and attempt to present it **(=)** ... Introduce my field study with a clear hypothesis (-) ...identify mark Swain's line accurately on a map (- -)	**Current Resource:** Geog. 3 4th edition, New Key Geography Connections How does the water cycle affect rivers? What is a drainage basin and it's features? What role do rivers play in water supply? Do I consume too much water? How do rivers erode and transport sediment? What erosional features does a river create? Why does river flooding occur? How can river flooding be managed? **Knowledge/Skills/Understanding** ·understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: ♣ physical geography relating to: rocks, weathering and soils;, hydrology. understand how human and physical processes interact to influence, and change landscapes **Cross-curricular links:** Science— Weathering **Key vocab:** Sediment, Biological weathering Chemical weathering, River channel, Deposition, Erosion, Flood-plain, Freeze-Thaw / Frost shattering weathering, Gorge, River load Meander, Onion-skin weathering Ox-bow lake, Plunge pool Precipitation, Surface run-off V-shaped valley, Water cycle Waterfall, Weathering **Assessment (Age related expectation):** ***'I can..'*** ... Examine clearly the processes that lead to the formation of a meander. .. explain how the role rivers play in our water supply (+) ...(=) ...explain how types of erosion shape the land ... describe a range of erosional and depositional features (-) ...Identify the features of a drainage basin (- -)
Assessment	Multi-skilled tasks included extended writing 'assess' question. **Big Idea**: 1 & 5 **Activities for consistency:** All teachers must complete an 8 mark 'Assess' extended writing practice during the unit. This type of question will appear in the end of unit test.	Multi-skilled tasks included extended writing 'assess' questions **Big Idea**: 2 & 5 **Activities for consistency:** All teachers must complete an 8 mark 'Examine' extended writing practice during the unit. This type of question will appear in the end of unit test.	Geographical investigation write up. **Big Idea**: 3 & 4 **Activities for consistency:** All teachers must complete a local area crime survey prior to the Geographical investigation write up.	Radio report on a major flood event. **Big Idea**: 2 & 5 **Activities for consistency:** All teachers must complete an 8 mark 'Examine' extended writing practice during the unit.

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YEAR 9	**Global Development** **Current Resource:** Ghana Development: P22-23 Geog. 3, Interactions, Geog. 3 4th Edition https://www.bbc.co.uk/bitesize/guides/zvp39j6/revision/1 What is development? How is development measured? Is development evenly spread? What are some of the reasons why countries are more or less developed? (focus on development in Ghana) How can countries become more developed? **Knowledge/Skills/Understanding** economic development is the increase in the standard of living in a nation's population. country gradually changes from a simple, low-income economy to a modern, high-income industrialised economy. Case study focus on Ghana.. links to the UK as an ex-colony, opportunity explore and challenge a number of pre-conceptions about why some countries are poorer. opportunity to play two in class games that consolidate learning. Trade Game - imbalance in world trade for HICs and LICs. Sweatshirt Game explores development through manufacturing. Extend locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. **Cross-curricular links:** Maths— Data table interpretation. Compiling pie charts. History—Colonisation of countries **Key vocab:** Commodity, Commodity dependency, Development, Development indicators, Economic indicators, Exports, GNI Per Capita, HIC, Imports, Infant mortality, Life expectancy, LIC, Manufacturing, NIC, Primary resource, Social indicators, Sustainable development, World Trade **Assessment (Age related expectation):** ***'I can..'*** (++)...assess historical, economic and environmental reasons why Ghana is less developed. (+).. explain how some countries are able to become more developed. **(=)**... explain why some countries are less developed (-)..identify methods in which development can be measured. (- -)... · define development in geography.	**Weather Hazards & Climate Change** **Current Resource:** New Key Geography Connections, Geog.2 4th Edition Where are tropical storms/ droughts located/climate change? What causes tropical storms/droughts/climate change? Wat are the impacts of tropical storms/ droughts/climate change? What are the most effective responses to tropical storms/droughts/climate change? **Knowledge/Skills/Understanding** Causes, impacts and responses to tropical cyclones, drought and climate change. evidence for global warming and how it may be creating more extreme weather, such as tropical cyclones and drought. understand the causes, impacts and responses by organisations (DEC), governments and individuals. understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: ♣ physical geography relating to: interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs weather and climate. **Activities for consistency:** All teachers must complete an 8 mark 'Assess' extended writing practice during the unit. This type of question will appear in the end of unit test. **Cross-curricular links:** Maths— Data table interpretation. Compiling pie charts. **Key vocab:** Cyclone, Hurricane, Drought, Hydrological, Meteorological, Agricultural, Landfall, socio-economic factors, environmental factors, Primary Impacts, Secondary Impacts, Greenhouse Effect, Greenhouse Gases **Assessment (Age related expectation):** ***'I can..'*** (++) ...clearly assess responses to weather hazards from individuals, organisations and the government. (+) explain some impacts of tropical cyclones, drought and climate change. (=)... describe (level of detail) the impacts of tropical cyclones, drought and climate change. (-) ...identify most impacts of tropical cyclones, drought and climate change. (- -)... identify some causes of tropical cyclones, drought and climate change.	**Population** **Current Resource:** Ghana Development: P22-23 Geog. 3 ; Interactions, Geog. 3 4th Edition How has the global population changed over the last 2000 years? How is the global and UK population distributed? Why is population distributed in this way? What are the causes and impacts of population change? What do population pyramids tell us about population structures? What have countries done to affect population growth? **Knowledge/Skills/Understanding** understand geographical similarities, differences, and links between places through the study of human and physical geography of a region within n Asia. human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; **Activities for consistency:** All teachers must complete an 8 mark 'Assess' extended writing practice during the unit. This type of question will appear in the end of unit test. **Cross-curricular links:** Maths— Data table interpretation. Compiling pie charts. History—Colonisation of countries **Key vocab:** Ageing population, Crude Birth-rate, Crude Death-rate, Densely populated, Life expectancy, Natural increase, Migration, Population change, Population density, **Weather Hazards & Climate Change** distribution, Population pyramid, Push Factor, Pull Factor, Rural to urban migration, International migration, Sparsely populated, Youthful population **Assessment (Age related expectation):** ***'I can..'*** (++)...evaluate in detail a population control policy quoting figures to justify an argument (+).. explain impacts of ageing and youthful populations. (=).. explain reasons for population distribution. (-)..describe population global trends in population growth. (- -)...identify reasons for population growth.	**GCSE**
Assessment	Multi-skilled tasks including extended writing 'assess' question. **Big Idea**: 1 & 5 **Activities for consistency:** All teachers must complete an 8 mark 'Assess' extended writing practice during the unit. This type of question will appear in the end of unit test.	Multi-skilled tasks including extended writing 'assess' question. **Big Idea**: 2 & 5 **Activities for consistency:** All teachers must complete an 'Assess' extended written response task mid unit.	Multi-skilled tasks including extended writing 'assess' question. **Big Idea**: 4 & 5 **Activities for consistency:** All teachers must complete an 'Evaluate' extended written response task mid unit.	

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Principles and Values of Geography at William Ellis:

- As pupils progress, their growing knowledge about the world should deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
- The sequencing of assessment focus in each unit will be linked to '5 Big Ideas' developed from GA advice on life without levels. The idea is, if students master all these key themes (labelled 'Big Ideas') then they should be on their way to success at GCSE.
- The curriculum has been designed based on a thematic approach, where knowledge is acquired, developed over time, and applied via understanding through independent practice. All units include examples of real-life places to secure the concepts, issues and content being delivered throughout. There are also detailed case study experiences at the end of units which allow pupils to apply their knowledge and understanding with place meaning, giving them a place specific view of geography.
- In-depth place studies are included in a series of units, allowing pupils to apply their geographical knowledge, understanding, and skills to continents or regions of the world including Africa, The Middle East, and Russia.
- Throughout the units there are opportunities for pupils to make geographical decisions, assess and evaluate different geographical issues and to think like geographers.

Big idea 1 Understanding of locations and places	Big idea 2 Understanding of Patterns, processes and environmental change	Big idea 3 Competence in geographical enquiry	Big idea 4 Ability to interpret and analyse geographical information	Big idea 5 Communicate showing high levels of fluency, articulation and complex specialist vocabulary