



Geography Overview – Year 7

Students receive four hours of Geography lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	My School	My City	Are we global citizens?
Topic Objectives	<p>What is geography?</p> <p>How are we connected to places around the world?</p> <p>How can we investigate our impact on the environment?</p> <p>What is the environmental impact of travel to school?</p> <p>Is litter a problem around our school site?</p>	<p>Is Southampton a good site for a settlement?</p> <p>What makes Southampton unique?</p> <p>What makes a sustainable city?</p> <p>How is Southampton changing?</p> <p>Is Woolston a sustainable area?</p> <p>Is Centenary Quay a sustainable development?</p>	<p>How and why has global population changed?</p> <p>Where do WSS students come from?</p> <p>Country studies: Poland, Romania & Afghanistan</p> <p>Decision making exercise: Should Maria move from Venezuela to the USA</p> <p>How does migration shape Southampton?</p>
Acquired Knowledge/Skills	<p>Mapping skills – continents and countries we are connected to</p> <p>Numeracy skills – Presenting data as graphs</p> <p>Fieldwork skills – Creating enquiry questions and collecting data on our school site.</p>	<p>Mapping skills: four figure grid references, compass points, using symbols</p> <p>Write Like a Geographer -</p> <p>Using place specific information in our written answers</p> <p>Creating a balanced argument and conclusion</p>	<p>Decision making skills</p> <p>Mapping skills - Using a map to describe the location of a place</p>
Assessments	Summative assessment	Write Like a Geographer: “Is Centenary Quay a sustainable development?”	Summative assessment
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Understanding personal identity and belonging. • Careers Education: Introduction to geography related skills such as mapping, enquiry and data handling. Recognising that these skills connect to a wide range of careers • Fundamental British Values: Democracy through contributing ideas about improving the school environment. Respect and tolerance when learning about diverse backgrounds within the school community. • SMSC Development: Reflecting on our place within the school community, appreciating similarities and differences. 	<ul style="list-style-type: none"> • PSHE Development: Considering how different people experience urban spaces. Understanding issues of safety, accessibility, and community cohesion. • Careers Education: Introducing careers linked to the urban environment such as town planning, architecture, transport planning, and environmental management. • Fundamental British Values: Rule of law through understanding planning regulations; individual liberty through recognising choices provided by cities (education, recreation, movement). • SMSC Development: Appreciating cultural diversity within cities; reflecting on how cities evolve socially and environmentally 	<ul style="list-style-type: none"> • PSHE Development: Developing empathy and responsibility towards global issues such as inequality and sustainability, • Careers Education: Introducing globally-focused careers such as humanitarian aid, international development, environmental science, and work in NGOs. • Fundamental British Values: Mutual respect and tolerance through exploring global cultures; understanding democratic values within global organisations and agreements. • SMSC Development: Encouraging moral reflection on global challenges; exploring different cultural and spiritual perspectives.
	Spring 2	Summer 1	Summer 2
Topic(s)	Volcanoes and earthquakes	Coasts	Global tourism

<p>Topic Objectives</p>	<p>Where do earthquakes and volcanoes happen? What happens at plate boundaries? How do volcanoes form? What happens when a volcano erupts? Why do people live in hazardous areas? What happens during an earthquake? How can we reduce the impacts of tectonic hazards?</p>	<p>Why is the UK coastline a special place? How do we use the coast? How do waves shape the coast? Why do cliffs collapse? How did Old Harry rocks change over time? Why is Hurst Castle spit under threat? How can we manage coastal erosion? How should Happisburgh be protected? How can we manage our oceans?</p>	<p>Where do people go on holiday? Why do people go on holiday? How has the tourist industry changed over time? Why is Bournemouth a popular UK tourist destination? How important is tourism to the UK economy? What are the threats to the tourist industry? Why do some places want to limit the number of tourists? Is ecotourism the solution?</p>
<p>Acquired Knowledge/Skills</p>	<p>Mapping skills – plate boundary and hazard maps Geographical skills – drawing annotated diagrams Write Like a Geographer - Using place specific information in our written answers Creating a balanced argument and conclusion</p>	<p>Geographical skills – drawing annotated diagrams and annotating photographs Write Like a Geographer - Using place specific information in our written answers Creating a balanced argument and conclusion</p>	<p>Fieldwork opportunity: Orienteering and forest skills Numeracy skills – Analysing trends shown in a graph Write Like a Geographer - Using place specific information in our written answers Creating a balanced argument and conclusion</p>
<p>Assessments</p>	<p>Write Like a Geographer: “Are tsunamis more dangerous than volcanoes?”</p>	<p>Summative assessment</p>	<p>Write Like a Geographer: “Is ecotourism the solution?”</p>
<p>Citizenship</p>	<ul style="list-style-type: none"> • PSHE Development: Understanding risk and resilience; considering how communities prepare for and respond to natural hazards. • Careers Education: Introducing careers such as seismology, volcanology, engineering, and emergency response • Fundamental British Values: Rule of law through exploring international disaster response frameworks; respect for the challenges faced by vulnerable populations. • SMSC Development: Developing empathy for communities affected by hazards; reflecting on human responses to natural events. 	<ul style="list-style-type: none"> • PSHE Development: Considering personal and collective responsibility for coastal environments; understanding safe and responsible behaviour around physical landscapes. • Careers Education: Introducing coastal and environmental management, conservation, marine science, and tourism-related careers. • Fundamental British Values: Responsibility and stewardship through discussion of sustainable coastal management. • SMSC Development: Appreciation of natural beauty; reflecting on human interaction with dynamic coastal environments. 	<ul style="list-style-type: none"> • PSHE Development: Making ethical choices; understanding how tourism affects people and places; recognising sustainability dilemmas. • Careers Education: Exploring roles in the tourism sector including travel planning, hospitality, guiding, and environmental consultancy. • Fundamental British Values: Mutual respect and tolerance when exploring global destinations and cultural interactions. • SMSC Development: Developing cultural understanding; reflecting on social and environmental impacts of global travel.

Geography Overview – Year 8



Students receive four hours of Geography lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Kenya	Rivers and flooding	Is globalisation a positive process?
Topic Objectives	<p>What are the connections between the UK and Kenya?</p> <p>What factors affect the climate of Kenya?</p> <p>Is Nairobi a good location for a capital city?</p> <p>Has Kenya benefitted from international aid?</p> <p>Should Kenya encourage the tourism industry?</p>	<p>Why are rivers important?</p> <p>How does water move around the world?</p> <p>What are the features of a drainage basin?</p> <p>What do rivers look like on maps?</p> <p>How is a waterfall created?</p> <p>Why do some rivers flood?</p> <p>How does a flash flood affect people?</p> <p>How can we manage flood risk?</p>	<p>What industries are there in the UK?</p> <p>Why do employment structures change over time?</p> <p>What is globalisation?</p> <p>Is globalisation a positive process?</p> <p>Why are so many products made in China?</p> <p>Would you like to work in a Chinese factory?</p> <p>Why are factories a concern in the Pearl River Delta?</p>
Acquired Knowledge/Skills	<p>Mapping skills – Locating countries on a continent map, using the atlas to select development data</p> <p>Numeracy skills – climate graphs</p> <p>Write Like a Geographer -</p> <p>Using place specific information in our written answers</p> <p>Creating a balanced argument and conclusion</p>	<p>Mapping skills – OS maps, 4 figure grid reference, measuring distance</p> <p>Decision making skills</p> <p>Geographical skills – drawing an annotated diagram</p>	<p>Numeracy skills – drawing a pie chart</p> <p>Write Like a Geographer -</p> <p>Using place specific information in our written answers</p> <p>Creating a balanced argument and conclusion</p>
Assessments	Write Like a Geographer: “Should Kenya encourage the tourism industry?”	Summative assessment	Write Like a Geographer: “China’s pollution is nothing to do with me” Do you agree?
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Understanding global inequality; reflecting on how access to food, education, and healthcare varies between countries; developing empathy for people living in contrasting environments • Careers Education: Introducing careers connected to development, humanitarian aid, charity work, climate science, and international diplomacy. • Fundamental British Values: Mutual respect and tolerance through exploring diverse cultures; understanding how the UK collaborates with other nations through aid, trade, and partnerships. • SMSC Development: 	<ul style="list-style-type: none"> • PSHE Development: Understanding personal and community responsibility in managing flood risk; recognising how environmental change affects wellbeing and safety. • Careers Education: Introducing careers such as hydrology, civil engineering, environmental consultancy, emergency planning, and flood management. • Fundamental British Values: Rule of law through how local and national governments respond to flood events; individual liberty in making safe choices during environmental hazards. • SMSC Development: 	<ul style="list-style-type: none"> • PSHE Development: Exploring ethical consumption; understanding how personal choices link to global supply chains; developing awareness of working conditions in other countries. • Careers Education: Introducing careers in international business, manufacturing, shipping logistics, and environmental economics. • Fundamental British Values: Mutual respect and tolerance when learning about different cultures involved in global production; democracy through ethical trade campaigns and consumer activism. • SMSC Development:

	Appreciating cultural diversity, traditions, and lifestyles in Kenya; considering moral questions around tourism, aid, and sustainable development.	Reflecting on the social impacts of flooding; exploring how different communities rebuild and recover; appreciating the role rivers play in shaping culture and livelihoods.	Reflecting on fairness in global trade; understanding moral dilemmas around pollution, labour conditions, and global inequality.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

	Spring 2	Summer 1	Summer 2
Topic(s)	Investigating India	Where does our food come from?	The UK
Topic Objectives	<p>Where are key places located in Asia? What is the physical geography of India? What is the human geography of India? What is the biggest challenge of living in Mumbai? Does Dharavi offer more opportunities than challenges? How can life be improved for people in Dharavi? Why is the River Ganges so important? Why do people go to Goa?</p>	<p>Why is there uneven access to food in the world? Where does our food come from? How sustainable is importing food? Where does cocoa come from? What is life like for cocoa farmers? How could the UN help to transform health in Ghana? What is life like for children in Ghana? How can fairtrade provide a better future for cocoa farmers?</p>	<p>What makes UK landscapes unique? How do National Parks protect our landscapes? What are the challenges of managing tourism in the New Forest? What is the role of farmers in shaping our landscapes? How do new technologies increase our food supply?</p>
Acquired Knowledge/Skills	<p>Mapping skills – locating physical geography features, analysing choropleth maps Geographical skills – decision making, justified decisions, annotating photos</p>	<p>Numeracy – selecting information from pie charts and bar graphs Mapping skills – Interpreting choropleth and flow line maps</p>	<p>Mapping skills – Locating places on a map, OS maps, measuring distance, using symbols, describing a route Literacy skills – reading text and selecting relevant information Fieldwork opportunity – New Forest Rivers</p>
Assessments	Summative assessment	Summative assessment	Write Like a Geographer: “Should the New Forest continue to be protected from development?”
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Understanding how risk varies across the world; developing empathy for people living with natural hazards and social challenges. • Careers Education: Introducing careers in hazard prediction, emergency response, international aid, meteorology, and engineering. • Fundamental British Values: Respect and tolerance when studying diverse countries and cultures across Asia; understanding how global cooperation saves lives during disasters. • SMSC Development: Appreciating cultural richness across Asia; reflecting on the spiritual and cultural importance of landscapes affected by hazards. 	<ul style="list-style-type: none"> • PSHE Development: Exploring healthy, ethical and sustainable food choices; understanding issues such as food security, child labour, and workers’ rights. • Careers Education: Introducing careers in agriculture, logistics, food technology, international development, and Fairtrade organisations. • Fundamental British Values: Rule of law through examining how global food standards and Fairtrade regulations protect farmers; individual liberty in making informed food choices. • SMSC Development: Moral reflection on global inequalities in food production; developing empathy for farmers in Ghana and other low income countries. 	<ul style="list-style-type: none"> • PSHE Development: Understanding how landscapes support wellbeing; exploring responsible enjoyment of National Parks and countryside spaces. • Careers Education: Introducing careers in conservation, land management, tourism, farming, and environmental policy. • Fundamental British Values: Democracy and rule of law through how National Parks and protected landscapes are managed; respect for local communities and the environment. • SMSC Development: Appreciating the spiritual, cultural and historical value of UK landscapes; reflecting on the role of people in shaping environments.

Geography Overview – Year 9



Students receive four hours of Geography lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Global Cities	Ecosystems	How can we build a better future for HIC cities?
Topic Objectives	<p>Where are the worlds megacities ad how have they grown?</p> <p>Why do people migrate to urban areas?</p> <p>What are the causes and impacts of urbanisation in China?</p> <p>Is Jakarta’s growth unstoppable?</p> <p>What are the impacts of rapid urban growth in Lagos?</p> <p>Is Makoko a slum of hope or despair?</p>	<p>How are parts of an ecosystem interconnected?</p> <p>What are the characteristics of the tropical rainforest?</p> <p>What are the threats to the tropical rainforest?</p> <p>How can the tropical rainforest be managed sustainably?</p> <p>What are the characteristics of hot deserts?</p> <p>How can we prevent desertification?</p> <p>How is climate change threatening coral reefs?</p> <p>How can life adapt to live inside the polar circles?</p>	<p>How can we use data to compare countries?</p> <p>Where is the best place to live?</p> <p>Is HDI a more useful indicator than wealth?</p> <p>Why are the Happy Nordics so happy?</p> <p>What can we learn from the Happy Nordics?</p> <p>Does Japan have a population crisis?</p> <p>Can Dubai be a sustainable settlement?</p> <p>Why did Cardiff need regeneration?</p> <p>How successful was the regeneration of Cardiff?</p>
Acquired Knowledge/Skills	<p>Mapping skills – Locating global cities on a map, using the atlas to select development data</p> <p>Write Like a Geographer -</p> <p>Using place specific information in our written answers</p> <p>Creating a balanced argument and conclusion</p>	<p>Mapping skills – Using a choropleth map</p> <p>Numeracy skills – Creating and analysing climate graphs</p> <p>Geographical skills – drawing annotated diagrams and annotating photographs</p>	<p>Mapping skills – describing location, comparing development data</p> <p>Geographical skills – decision making</p> <p>Write Like a Geographer -</p> <p>Using place specific information in our written answers</p> <p>Creating a balanced argument and conclusion</p> <p>Literacy skills – selecting relevant information from a text</p>
Assessments	Write Like a Geographer: “Is Makoko a slum of hope or despair?”	Summative Assessment	Write Like a Geographer: “What can we learn from the Happy Nordics?”
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Understanding how rapid urbanisation affects wellbeing, inequality, and quality of life; developing empathy • Careers Education: Introducing careers in urban planning, international development, transport planning, and humanitarian work. • Fundamental British Values: Exploring democracy in decision making about urban redevelopment; -making about urban • SMSC Development: Reflecting on cultural diversity within global cities; considering moral issues linked to inequality, housing, and access to opportunities 	<ul style="list-style-type: none"> • PSHE Development: Reflecting on personal responsibility for protecting global environments and biodiversity. • Careers Education: Introducing careers in conservation, ecology, wildlife protection, and climate science. • Fundamental British Values: Understanding the rule of law through environmental legislation and conservation strategies. • SMSC Development: Appreciating the awe and wonder of natural environments; ethical reflection on deforestation, desertification and climate threats to vulnerable biomes. 	<ul style="list-style-type: none"> • PSHE Development: Considering how sustainable design, wellbeing initiatives, and community decisions improve urban life. • Careers Education: Exploring careers in sustainable design, green technology, data analysis, social policy, and urban regeneration. • Fundamental British Values: Respect and tolerance when comparing different national approaches to quality of life. • SMSC Development: Reflecting on fairness in development, wellbeing and happiness; exploring how different cultures define a “good life.”

	Spring 2	Summer 1	Summer 2
Topic(s)	Weather and climate	Horn of Africa	Climate crisis and energy
Topic Objectives	<p>How do we measure and predict the weather? How can we compare the climates of Mumbai and London? Why does weather and climate vary? Why does it rain? How does the weather in the UK affect us? What is the weather like during a depression? What are the causes and effects of tropical storms? How did Hurricane Sandy affect people? What is the best way to reduce the impact of tropical storms?</p>	<p>What misconceptions do people have about Africa? How has geography and history shaped Africa's development? How has trade increased Africa's wealth? Can a goat improve quality of life for people? What is the climate like in the Horn of Africa? How does development vary across the Horn of Africa? Will the road to "white gold" benefit people in the Danakil Depression? Should Ethiopia continue to grow coffee?</p>	<p>What is the climate crisis? How have global temperatures changed? Why should we care about climate change? How does climate change affect water supply? How does climate change affect coastal areas? Where does our energy come from? Where is oil found? Is oil a sustainable source of global energy? Is nuclear energy more sustainable than fossil fuels? Can renewables supply us with sustainable energy? Should the world continue to rely on oil? How are people adapting to the climate crisis?</p>
Acquired Knowledge/Skills	<p>Numeracy skills – comparing climate graphs Geographical skills – understanding physical processes, decision making Fieldwork opportunity – Marwell Zoo</p>	<p>Numeracy skills – analysing graphs, Geographical skills – decision making Write Like a Geographer - Using place specific information in our written answers Creating a balanced argument and conclusion</p>	<p>Numeracy skills – analysing graphs and describing trends Geographical skills – decision making, understand physical processes. Mapping skills – describing locations</p>
Assessments	Summative Assessment	Write Like a Geographer: "Will the road to "white gold" benefit people in the Danakil Depression?"	Summative Assessment
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Understanding how weather hazards affect safety, mental health, and community resilience. • Careers Education: Introducing careers in meteorology, emergency planning and environmental risk management. • Fundamental British Values: Rule of law through emergency response protocols; individual liberty in making informed decisions during severe weather. • SMSC Development: Appreciating the power of natural processes; reflecting on ethical questions around disaster preparedness and global impacts of tropical storms. 	<ul style="list-style-type: none"> • PSHE Development: Developing empathy for people experiencing drought, poverty, or development challenges; exploring how global systems affect life chances. • Careers Education: Highlighting careers in international aid, NGO work, global health, fair trade, and sustainable agriculture. • Fundamental British Values: Mutual respect and tolerance through confronting stereotypes; understanding global partnerships such as UN development work. • SMSC Development: Reflecting on moral questions around fairness, trade, and development; appreciating diverse cultures and resilience in the Horn of Africa. 	<ul style="list-style-type: none"> • PSHE Development: Empowering students to make informed, responsible choices about sustainability and energy use. • Careers Education: Introducing careers in renewable energy, engineering, climate science, environmental law, and sustainability consultancy. • Fundamental British Values: Democracy through climate policy debates; rule of law in environmental protection; individual liberty in choosing sustainable lifestyles. • SMSC Development: Reflecting on moral and ethical dimensions of climate change; appreciating global interdependence and responsibility for future generations.