



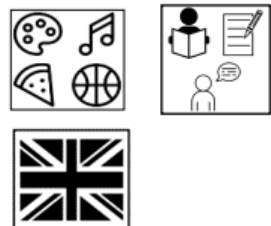


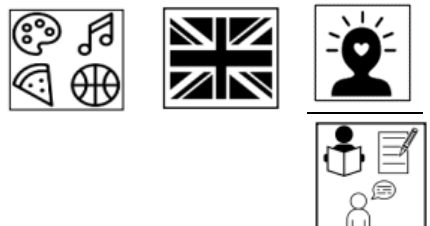

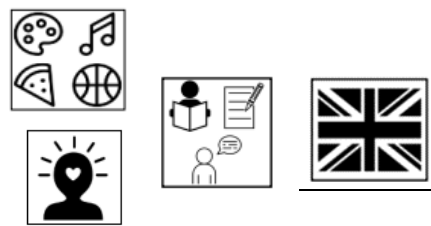
Geography Curriculum Map	
<p>Endeavour Federation Curriculum vision</p> 	<p>At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.</p> <p>We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.</p>
<p>Geography curriculum vision</p> 	<p>The Geography curriculum is planned to ensure that students make progress in their learning and are equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</p> <p>Pupils will build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. They will interpret Ordnance Survey Maps, focusing on grid references and scale, topographical mapping and aerial and satellite photos. They will also utilise GIS to view, analyse and interpret places.</p> <p>Resources are differentiated and engaging to ensure that all of our students are inspired to learn and to foster an enjoyment of Geography.</p> <p>We provide our young people with the skills to cope and succeed in the wider world by embedding cultural capital and celebrating diversity through a wide range of texts and resources.</p> <p>Literacy and communication skills are developed throughout the curriculum and assessment is used regularly to ensure Geography targets are achieved and exceeded.</p>

Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				





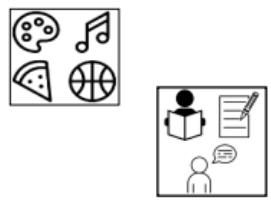
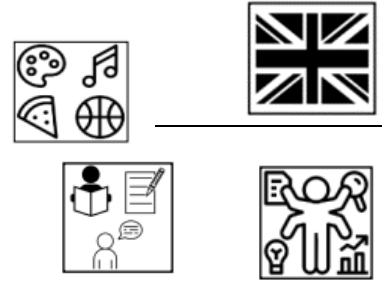
Curriculum 'at a glance'

	Autumn		Spring		Summer	
KS2 (Cycle 1)	Somewhere to Settle	Water	The UK	Rivers	Extreme Earth	Marvellous Maps
KS2 (Cycle 2)	Energy and the Environment	Magnificent Mountains	Exploring Eastern Europe	Our Changing World	The Amazing Americas	Trade and Economics
Year 7	Introduction to the UK	Introduction to the UK	Physical Landscapes of the UK	Weather and Climate of the UK	People of the UK	People of the UK
Year 8	Work, Rest and Play in the UK	Work, Rest and Play in the UK	Challenges and Opportunities	Our Physical world	Our Living world	Our Living world
Year 9	Our Unequal World	Our Unequal World	Focus on Africa	World Cities	Global Issues	Global Issues


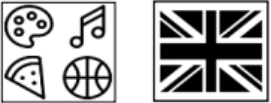




KS2 (Cycle 1) Curriculum Planning – Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Somewhere to Settle:</p> <p><i>Exploring how towns and cities first developed in the UK.</i></p> <ol style="list-style-type: none"> To explain why settlements develop in certain locations. To identify features of a good settlement site. To utilise maps to identify settlements built by invaders. To compare land use in different settlements. To utilise maps to identify links between settlements. To create a map of a settlement. 	<p>Water:</p> <p><i>Introduces pupils to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities.</i></p> <ol style="list-style-type: none"> To explain the three states of matter. To explain the key aspects of the water cycle. To explain how clouds and rain are formed. To explain how and why drinking water is cleaned. To explain the causes and effects of flooding. To identify the causes and effects of water pollution. 	<p>The UK:</p> <p><i>Exploring the geographical features of the UK: Identifying physical features such as mountains, rivers and seas to man-made regions and counties.</i></p> <ol style="list-style-type: none"> To identify the countries and some cities of the UK. To identify the main rivers and seas of the UK. To identify some of the counties in the UK. To identify areas of high ground in the UK. To identify ways that London has changed over time. To describe and understand how the UK has changed over time. 	<p>Rivers:</p> <p><i>Pupils will explore why rivers are so important to towns/villages that settled there and river features and how they change over time.</i></p> <ol style="list-style-type: none"> To explain the water cycle and locate key rivers of the UK. To locate the key rivers of the world. To describe the key features of a river system. To utilise atlases/maps to identify the key features of a river system. To explain the ways rivers can be used. To explain the impact of damming rivers. 	<p>Extreme Earth:</p> <p><i>Pupils will explore earthquakes, volcanoes, tsunamis and tornados and their effect on people and the environment.</i></p> <ol style="list-style-type: none"> To describe the earth's structure. To explain how volcanoes are formed. To explain how volcanoes effect people's lives. To explain the causes of earthquakes and how they are measured. To explain the causes of tsunamis and how they affect people. To explain the causes of tornadoes and their effects. 	<p>Marvellous Maps:</p> <p><i>Pupils will explore atlases, maps, compass points, grid references and planning routes.</i></p> <ol style="list-style-type: none"> To identify cities in the UK and countries in Europe and North and South America. To use a key to describe features on an Ordnance Survey map. To use the eight compass points to describe routes on a map. To use four and six figure grid references to locate places on a map. To plan a journey using the eight compass points and four/six figure grid references. To describe how land use has changed over time.
					










KS2 (Cycle 2) Curriculum Planning – Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Energy and the environment:</p> <p><i>Pupils will explore the needs of a settlement and the needs of the planet as a whole, focusing on resources such as power and food.</i></p> <ol style="list-style-type: none"> To explain what settlers need. To explain how and where electricity is generated and distributed in the UK. To explain renewable sources of electricity. To explain where our food comes from. To understand the importance of conserving food, water and energy supplies. To explain the varied nature of access to resources in different countries. 	<p>Magnificent Mountains:</p> <p><i>Pupils will learn how mountains are made. They will explore how they have been formed and how different features of mountain ranges have been shaped over time.</i></p> <ol style="list-style-type: none"> To locate key mountain ranges of the world using an atlas. To locate areas of higher ground in the UK and use a map to find and describe key features of mountains. To describe the key features of a mountain range. To explain how different types of mountains are formed. To describe a mountainous climate. To describe how tourism affects mountains. 	<p>Exploring Eastern Europe:</p> <p><i>Pupils will learn about European countries and explore the contrasting areas of Eastern Europe investigating the climate, landscape and locations in each area.</i></p> <ol style="list-style-type: none"> To identify the countries of Europe and their capital cities. To compare Eastern European landscapes with the UK. To compare the climate of Eastern European regions with the UK. To compare the human geography of Eastern European regions with the UK. To present information about one area of Eastern Europe. To explain the impact of the Chernobyl nuclear disaster. 	<p>Our changing world:</p> <p><i>Pupils will investigate how the world is changing around them. They will explore coastal erosion and political change and how the UK has changed in different ways over thousands of years.</i></p> <ol style="list-style-type: none"> To explain how weathering and erosion can change the landscape. To understand how coastal features are formed and identify these features in the UK. To explain how water and weather have changed the coastline of the UK over time. To explain how UK and European borders have changed over time. To explain how and why landscapes change over time. To predict how physical and human factors might change the landscape in the future. 	<p>The Amazing Americas:</p> <p><i>To explore the continents of North and South America, investigating their countries, landscapes, climate and locations of each area.</i></p> <ol style="list-style-type: none"> To identify the countries of North and South America and the capital cities of each country. To describe the location and characteristics of a range of places across the America's using geographic terminology. To describe the climates and biomes of different regions across the Americas. To identify physical and human geographical features of my local area. To identify similarities and differences in the human and physical geography of my local area and a region of North America. To describe the characteristics and significance of a natural wonder of the Americas. 	<p>Trade and Economics:</p> <p><i>Pupils will investigate how goods and services are traded around the world focusing on past and present UK trade links.</i></p> <ol style="list-style-type: none"> To explain the UK's trade links with other countries. To explain the UK's trade links with other countries and use maps to show these links. To explain trade links between El Salvador and the UK. To explain the importance of fair trade. To explain the global supply chain. To explain how trading has changed through history.
					

Year 7 Curriculum Planning – Geography

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>	<p>Introduction to the UK: Exploring the four countries that make up the UK – England, Scotland, Wales and Northern Ireland.</p> <ol style="list-style-type: none"> To investigate the importance of thinking like a geographer. To identify and locate the countries of the UK through examination of maps and flags. To compare different areas of the UK by investigating the Land's End to John O'Groats challenge. To describe the UK's position in Europe. Assessment week: To create a topic mind map completing to summarise the unit so far. Kahoot quiz/assessment on topic. 	<p>Introduction to the UK: Understand that the UK's is part of the continent of Europe one of seven global continents.</p> <ol style="list-style-type: none"> To create a map of a children's playground. To explain how an area can be re-developed. To identify different locations using an Ordnance Survey map. To use four and six figure grid references and measure distance on an OS map. To create a treasure map including grid references, compass direction and various map symbols. Assessment week: to create a mind map summarising this half term. 	<p>Physical landscapes of the UK: Be able to identify the term 'landscape' and understand that it comprises the physical, biological and human elements of a place or view and that they are important in shaping people's lives.</p> <ol style="list-style-type: none"> To compare and contrast features of different UK landscapes To identify the geology of the UK. To explain how a river changes the landscape. To examine coastal landscapes and their processes. To identify glacial landscapes in the UK. To interpret physical atlas maps. 	<p>Weather and Climate in the UK: identify the difference between weather and climate and investigate regional differences of climate in the UK</p> <ol style="list-style-type: none"> To compare weather and climate. To explain how weather instruments are used to measure the weather. To explain how air masses affect the weather in the UK. To explain how rain is formed and affects the UK. To identify different types of extreme weather in the UK. To interpret climate graphs and atlases. 	<p>People of the UK: Understand that the UK has a diverse population and this has changed over time and Identify how an ageing population can present challenges and opportunities.</p> <ol style="list-style-type: none"> To assess population change in the UK over time. To identify changes to the diversity of the UK population. To explain how we can measure the population in the UK. To explain why the UK has an ageing population. To identify the impact of migration on the UK. To define the impact of international migration on the UK. 	<p>People of the UK: Exploring the development of regional cities in the UK and investigating the different types of village settlement.</p> <ol style="list-style-type: none"> To compare urban and rural areas and consider why people move to the cities. To analyse maps and photos to assess land use in Leicester. To define the characteristics of a rural area and assess the benefits of living in a rural area. To define the characteristics of a remote rural area. To interpret and complete population pyramids. Assessment week: to complete an Elklan topic mind map.
						

Year 8 Curriculum Planning – Geography

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p><i>Core Knowledge, Skills and Concepts</i></p>	<p>Work, rest and play in the UK: Investigating the change in employment structure in the UK over time and the development of new communication and transport technologies.</p> <ol style="list-style-type: none"> To identify the four types of job sector: primary, secondary, tertiary and quaternary and categorise different jobs into these sectors. To identify the importance of case studies. To investigate changing employment structure In the UK referencing the industrial revolution and technology advancements. To assess the advantages/disadvantages of tourism in the UK. To investigate communication developments. To explain transport development over time in the UK. Assessment: end of topic quiz/ELKLAN mind map. 	<p>Work, rest and play in the UK: Exploring changes in leisure time and globalisation of sport.</p> <ol style="list-style-type: none"> To explain how people in the UK spend their free time. To interpret satellite images and maps to understand the geography of sport focusing on park runs. To define globalisation through the sport of football. To assess the challenges and opportunities of building a third runway at Heathrow. Assessment: To create an ELKLAN mind map. Kahoot quiz on full topic. 	<p>Challenges and opportunities: Investigating changing demand and provision of resources in the UK and sustainable urban living.</p> <ol style="list-style-type: none"> To identify the impact of the poverty cycle. To examine water usage in the UK and the challenges associated with droughts. To define waste management in the UK and assess the importance of recycling. To identify the challenges associated with air pollution in the UK. To examine UK energy consumption and assess the sustainability of a different types of energy sources. To use and interpret GIS to draw conclusions. 	<p>Our physical world: Developing human and physical understanding, using examples at a variety of scales, the key processes in plate tectonics and weather and climate.</p> <ol style="list-style-type: none"> To compare global physical landscapes. To identify ocean landscapes referencing plate tectonic theory. To investigate the causes and effects of earthquakes. To identify the hazards of a volcanic eruption and link these to plate tectonic theory. To examine extreme weather events and global patterns of climate through interpretation of climate maps and data. To use and interpret different climate maps and data to make comparisons. 	<p>Our living world: Exploring how 'human and physical processes interact to influence and change environments'. Concentrating on: food production, food miles and ecosystems/biomes.</p> <ol style="list-style-type: none"> To explain the origins of Bamboo and assess its sustainability. To define how bamboo is used and assess challenges and opportunities of bamboo cultivation. To identify where popular breakfast foods come from and analyse porridge production. To explain food miles and their effect on the UK's carbon footprint. To analyse the importance of food chains and web in a local ecosystem. To identify the characteristics of the main global biomes and compare their physical features. 	<p>Our living world: Exploring climate adaptations and ecosystems under threat. Skills focus: investigating Russia's biomes through satellite pictures.</p> <ol style="list-style-type: none"> To define the characteristics and distribution of the Mediterranean biome and climate. To examine plant and animal adaptations of the Mediterranean biome. To identify the distribution and formation of coral reefs. To assess threats to coral reefs focusing on human threats and coral bleaching. To use and interpret maps and satellites to explore Russia's biomes. End of term assessment: kahoot quiz.
	 	 	 			

Year 9 Curriculum Planning – Geography

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p><i>Core Knowledge, Skills and Concepts</i></p>	<p><i>Our unequal world: investigating the disparity in development between different countries focusing on development indicators, migration and food.</i></p> <ol style="list-style-type: none"> To define global development. To examine how development can be measured. To define global inequality. To explain country to country migration. To define food inequality. To examine the link between over-nutrition and obesity. 	<p><i>Our unequal world: investigating the disparity in development between different countries focusing on health, chocolate production and Fairtrade.</i></p> <ol style="list-style-type: none"> To examine health inequality. To compare healthcare variations using examples of Japan and India. To explain the production and distribution of chocolate. To examine Fairtrade and the life of farmers in relation to chocolate production. To interpret scatter graphs in relation to development indicators. Assessment: Kahoot End of topic quiz. 	<p><i>Focus on Africa: exploring the physical landscape of Africa eg biomes, the Sahara Desert and relief along with human influences on the environment such as populations, colonisation and challenges/opportunities of development.</i></p> <ol style="list-style-type: none"> To identify the location, countries and landscapes of Africa. To identify the different populations of Africa focusing on urban and rural locations. To identify the location of the Sahara Desert and examine desertification. To identify the location of Nigeria and examine the main biomes and populations. To assess the challenges and opportunities in Nigeria. To use and interpret atlas maps focusing on cross-sections. 	<p><i>World cities: exploring the growth on cities and urbanisation around the world, rural-urban migration and squatter settlements.</i></p> <ol style="list-style-type: none"> To identify and explain urbanisation using the example of Rio de Janeiro. To examine rural-urban migration in China. To identify what a megacity is looking at a range of examples. To identify squatter settlements focusing on Dharavi in Mumbai. To identify how cities can become sustainable and explain the positive impacts of them. Assessment: end of topic kahoot quiz. 	<p><i>Global Issues: exploring the negative impact of plastic on the environment and investigating climate change in relation to burning fossil fuels.</i></p> <ol style="list-style-type: none"> To explain the negative effects of plastic pollution in the oceans. To identify the great pacific garbage patch and suggest strategies to reduce plastic waste. To explain the causes of climate change and the greenhouse gas effect. To explain the effects of climate change and the impact of climate change on Bangladesh. To define tourism and explain the opportunities associated with tourism. To assess challenges and opportunities of tourism and tourism sustainability. 	<p><i>Global issues: exploring wilderness areas under threat and the geography of conflict focusing on</i></p> <ol style="list-style-type: none"> To identify the locations of different wilderness areas. To explain why wilderness areas are under threat and assess the importance of protecting wilderness areas. To define a conflict zone and identify the effects of war in Syria. To identify the effects of conflict and categorise them into social and economic. To use and interpret map and satellite photos using the example of Antarctica. Assessment: end of topic quiz.
	