



'Geography makes a vital contribution to our knowledge of the rapidly changing environmental and social challenges facing us and how we should tackle them. A geography education has never been so relevant.' Royal Geographical Society

The Thomas Mills High School & Sixth Form Geography curriculum aims to give pupils a broad understanding of the processes that shape the world around them and depth of geographical knowledge of people in the world and how they interact. Our topics and assessments are designed around the Geographical Associations key concepts of Place, Space, Earth systems and Environment as well as covering a range of geographical skills. This is structured to support the two key areas outlined by OFSTED:

- Disciplinary knowledge – the knowledge of how to use geographical skills: 'knowing that', 'knowing how' and 'knowing how to apply'
- Substantiative knowledge- the established facts about the world - 'knowing about'

Our Key Stage Three curriculum provides a variety of physical and human geography topics to inspire pupils to be curious about the world around them and explore enquiring questions about their surroundings. It allows them to develop a range of geographical skills and creates critical thinkers who can analyse and evaluate key concepts reaching sound substantiated conclusions and opinions.

Year 7

Term	Topic	Knowledge and Skills	Useful Links
Autumn 1a	Weather and Climate	Knowledge: Pupils will learn to identify the difference between weather and climate. We will examine the elements of weather. They will explore the factors affecting climate and connect how this impacts climate, ecosystems and life in the UK and around the world. Pupils will explore the different rainfall types and how these impact the UK. Skills: Pupils will have the opportunity to learn fieldwork data collection skills and how to design an investigation. They will collect primary data using weather equipment.	Weather and climate: https://senecalearning.com/en-GB/revision-notes/ks3/geography/national-curriculum/5-1-1-weather-and-climate The difference between weather and climate: https://www.bbc.co.uk/bitesize/topics/zx38q6f/articles/zqnb3j6#zbcrcmn Royal Meteorological Society resources: https://www.metlink.org/resource/key-stage-3/



1b	People and Place	Knowledge: Pupils will learn to understand the pattern, hierarchy and function of modern day settlements and analyse the factors that were important in the past when settlements were first developed. Pupils will apply this theory to examine urban regeneration and redevelopment of London's Docklands in the 20th Century and analyse the key issues for London's urban growth today. Finally, pupils will compare Rio de Janeiro to London contrasting their issues as an EDC to London as an Advanced Country world city. Skills: Pupils will identify settlement patterns and functions using Ordnance Survey maps and use Geographical Information Systems to explore cities.	What are settlements: https://www.bbc.co.uk/bitesize/articles/zrbvjhv#zbrbg7h Mapping London resources:https://www.rgs.org/schools/resources-for-schools/mapping-london Rio: Case study - Rio de Janeiro, Brazil - Challenges and opportunities for urban areas - OCR - GCSE Geography Revision - OCR - BBC Bitesize
Assessments	Weather and Climate: Standardised Assessment 1: Raindrop story (Earth systems) Standardised Assessment 2: Microclimate survey (Geographical skills) People and Place: Standardised Assessment 1: Location decision making exercise. (Place) Standardised Assessment 2: People and Place end of topic test (Space)		



Spring 2a	Landscapes	Knowledge: Pupils will begin by understanding the key geomorphic processes that underpin the physical geography processes of our landscapes: weathering, erosion, transportation of material, mass movement and deposition. They will take this knowledge and apply it to how it creates erosional and depositional coastal landforms. Pupils will examine the methods of coastal management available and what people think of the options. Pupils will briefly examine how these processes differ in glacial environments and the landforms these produce. Skills: Pupils will use OS maps and satellite imagery to examine how coastal landscapes have changed over time and are impacted by geomorphic processes.	Coastal processes and landforms: Coastal processes and landforms - BBC Bitesize Coastal processes: Coastal Processes Range of videos for KS3 coasts Coasts https://timeforgeography.co.uk/video-collections/coasts/
2b	Africa	Knowledge: This topic is designed to tackle the misconceptions pupils have about the continent of Africa. Pupils study the geography of Africa considering how the climate and relief create a vast range of ecosystems. Pupils then examine the history of Africa and how it has shaped the continent as we know it today and finally, pupils focus on Kenya; its	The geography of Africa: The geography of Africa - BBC Bitesize Physical geography of Africa: https://education.nationalgeographic.org/resource/africa-physical-geography/ Physical geography of Africa: Physical Geography of Africa - Geography: KS3 Savanna Case study: Plant and animal adaptations in tropical savanna grasslands



		development, diversity and culture and evaluate the influence of tourism on its development. Skills: For this topic pupils will work with maps at a range of scales and make connections between location and physical and human landscape features.	
Assessments		Landscapes: Standardised Assessment 1: Coastal processes test (Earth systems) Standardised Assessment 2: Do Glaciers matter decision making exercise (Earth systems) Africa: Standardised Assessment 1: Population distribution of Africa (Place) Standardised Assessment 2: Tourism in Kenya (Place)	
Summer 3a	Map skills	Knowledge: This skills based topic allows pupils to develop a range of map skills from understanding scale and measurements, using compass directions and grid references, to analysing contour lines and applying these skills to real-life situations. Skills: Map reading skills	OS map skills: https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revison/1 Ordnance Survey map skills resources: Mapzone Ordnance Survey



3b	Energy	Knowledge: Pupils investigate the formation of fossil fuels and issues behind using them now and in the future. A range of renewable energy sources are examined and pupils have the chance to design their own future plans for the UK's energy. The use of biofuels and wacky fuel alternatives are analysed. The topic concludes with a fieldwork investigation as to where on the school site a wind turbine could be placed. Pupils undertake an energy efficiency survey and an environmental impact assessment as part of their primary data collection. The results are written up and presented as a letter to the headteacher with the pupils' recommendations. Skills: Primary data collection and fieldwork skills. Data analysis and report writing	Energy resources: Energy resources - KS3 Geography - BBC Bitesize Range of energy activities: weve got the power activity ks3.pdf Renewable energy theory: Renewable Energy - Air & Ground - Science: KS3
Assessment		Map skills: Standardised Assessment 1: Harry Potter Map Skills Test (Geographical skills) Standardised Assessment 2: Wickham Market Tourist board Assessment (Geographical skills) Energy: Standardised Assessment 1: Wind turbine project letter (Environment) Standardised Assessment 2: Renewable energy invention (Environment)	