

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 7 Overview	<p>The world and I How can geography help me understand the world? What is the city like that I live in?</p> <p>Climate graphs OS maps skills Grid references (AO4) (AO1) Atlas maps – physical maps, land use maps, thematic maps (AO4) (AO1) Fieldwork Extended writing – students should be able to describe and explain the issues by writing for extended periods of time. Students should be able to develop their points. Students should be able to use examples and evidence to back up their points. Students should be able to structure their work into logical paragraphs. (AO3) (AO1) (AO2)</p>	<p>Our Changing Climate What are the causes and impacts of changing temperatures?</p> <p>Climate graphs – describe, interpret and be able to draw Bar graphs – describe, interpret and be able to draw Line graphs – describe, interpret and be able to draw (AO4) Interpret and analyse newspaper articles, and identify bias (AO3) Fieldwork</p>	<p>Migration What are borders and how do they impact people and the environment?</p> <p>Choropleth Maps – describe and interpret Present and analyse data Extended writing – students should be able to evaluate issues by presenting two sides of an argument and using evidence to support their opinions. Students should be able to structure their work using logical paragraphs and a conclusion where appropriate. (AO1) (AO4)</p>
Assessment	Summative assessment	Summative assessment	Summative assessment
Year 8 Overview	<p>The Equator to the Poles What are the world's main biomes and how do humans interact with them?</p> <p>Atlas maps – physical maps, land use maps, thematic maps (AO1) (AO4) Extended writing Formulating justified arguments</p>	<p>Globalisation - A shrinking world. What is globalisation and who are the emerging superpowers?</p> <p>Atlas maps – physical maps, land use maps, thematic maps (AO1) (AO4) Extended writing – students should be able to describe and explain the issues by writing for extended periods of time. Students should be able to develop their points. Students should be able to use examples and evidence to back up their points. Students should be able to structure their work into logical paragraphs. (AO3)</p>	<p>From land to water How do glaciers, rivers and the sea shape our landscape?</p> <p>OS map skills – symbols, grid references, relief, distance and scale (AO4) Decision making skills Fieldwork – use of secondary data to complete a fieldwork project</p>
Assessment	Summative Assessment	Summative Assessment	Summative Assessment

<p>Year 9 Overview</p>	<p>Sustainability and Africa What sustainability and its benefits? What are the common misconceptions of Africa?</p> <p>Bar graphs – describe, interpret and be able to draw Pie charts – describe, interpret and be able to draw (AO4) Extended writing – students should be able to describe and explain the issues by writing for extended periods of time.</p>	<p>Natural hazards Weather and tectonics. What are natural hazards and how do they impact humans and environments?</p> <p>GIS – describe and interpret GIS maps Interpret and analyse data such as photographs, cartoons, articles (AO3) Annotating and interpreting photographs (AO2) (AO4)</p>	<p>Our unequal world How and why are global populations changing? What are the impacts of an unequal world?</p> <p>Atlas maps – physical maps, land use maps, thematic maps (AO1) (AO4) Extended writing – students should be able to describe and explain the issues by writing for extended periods of time. Students should be able to develop their points. Students should be able to use examples and evidence to back up their points. Students should be able to structure their work into logical paragraphs. (AO3)</p>
<p>Assessment</p>	<p>Summative Assessment</p>	<p>Summative Assessment</p>	<p>Summative Assessment</p>

Curriculum Intent:

At Mulberry Academy Woodside, our Geography curriculum promotes ambition and academic excellence by empowering all students to understand the planet we share and the urgent challenges it faces. Sustainability sits at the heart of our knowledge-rich, inclusive and enquiry-led curriculum, from studying climate change and global inequalities to exploring ecosystems, biomes and human impacts across KS3. Students develop analytical, cartographic and fieldwork skills while investigating issues such as migration, natural hazards and urban growth. By interpreting evidence, evaluating choices and considering fair futures, learners become responsible, critical global citizens equipped to contribute positively to a more sustainable and equitable world.

Success Milestones (see WIGs):