

SJBC Geography Termly Map - 2025 - 2025

Year 7 Geography					
Term	Topic(s) and links	Core Knowledge	Core Vocab and Numeracy	Assessment	Resources
Autumn 1	<p>Our Blue Marble</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> The Earth is 70% Ocean and 30% land when observed from space. Geographers explore Earth through physical, human and environmental Geography The Earth can be viewed through its different spheres; hydrosphere, lithosphere, atmosphere, biosphere and cryosphere. Different map projections can distort our understanding of Earth and its continents. Characteristics of Marine Ecosystems Our Oceans are still largely unexplored, but are divided into different layers; the sunlight, twilight and midnight zones. Our Earth can be divided into different biomes, where independence between living and non-living things is essential. A case study of a chosen biome. <ul style="list-style-type: none"> Next Steps preparation <i>Introduces Earth's spheres, ecosystems, and biomes to prepare for GCSE Paper 1: The Living World.</i> <i>Builds spatial awareness and map interpretation skills used in Paper 3: Issue Evaluation.</i> 	<p>Biosphere Lithosphere Hydrosphere Atmosphere Cryosphere Biotic Abiotic Interdependence Ecosystems Biomes</p>	<p>Map distortion diagram – Draw and compare different map projections (Mercator vs Peters) and describe how they distort land masses.</p> <p>Biome Interdependence Dominoes – Students match physical and human elements (e.g. climate, animals, plants, threats) to build a chain showing how one change affects the entire biome.</p> <p>Biome Case Study Report – Written paragraph or poster showing the interdependence between biotic and abiotic features in</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> NASA Earth Observatory – Earth from Space https://earthobservatory.nasa.gov/ BBC Bitesize: Biomes and Ecosystems https://www.bbc.co.uk/bitesize/topics/z849a6f The True Size Of – Map Distortion Tool https://thetruesize.com/ National Geographic: Ocean Zones https://education.nationalgeographic.org/resource/ocean-zones/ WWF Biomes Explorer https://www.worldwildlife.org/biomes

				one biome (e.g. coral reef or rainforest). Include food webs, climate, and threats.	
Autumn 2	Our Growing Population Scheme of Work	<ul style="list-style-type: none"> Where is the World's population growing and why? Where do people live within the UK? We can categorise places as high-income, emerging economies and low-income countries but this is not always accurate. Many of the World's fastest growing cities are in Asia and Africa. Cities present many opportunities such as better paid jobs and access to services but also create challenges such as air and water pollution. Rapid urbanisation can lead to challenges in housing the poor. Cities of the future need to be more sustainable and their planning should look at how they can use less energy, food and water. <p>Next Steps preparation</p> <ul style="list-style-type: none"> <i>Explores urban growth, megacities, and population patterns linked to Paper 2: Urban Issues and Challenges.</i> <i>Introduces inequality and development themes relevant to The Changing Economic World.</i> 	<p>Sparsely populated Densely populated High-income Low-income Newly Emerging Economies Megacities Sustainable Cities</p>	<p>Population Pyramid Interpretation – Describe patterns of population in a HIC vs LIC using annotated pyramids.</p> <p>GCSE-style 4-mark question – "Explain why cities are growing quickly in LICs or NEEs." Use case study examples and vocabulary such as migration, opportunities, and megacities.</p> <p>Choropleth Map Creation – Use population density data to shade a UK or world map, then answer 3 questions using map evidence.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Population Pyramid Explorer https://www.populationpyramid.net/ BBC Bitesize: Urban Growth and Megacities https://www.bbc.co.uk/bitesize/guides/zccycdm/revision/1 UN Urbanization Prospects https://population.un.org/wup/ National Geographic: Megacities https://education.nationalgeographic.org/resource/megacities/ Arcadis Sustainable Cities Index https://www.arcadis.com/en/knowledge-hub/perspectives/global/sustainable-cities-index

<p>Spring 1</p>	<p>Our Climate Challenges</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> • Our climate has constantly changed over time from glacial to inter-glacial and back. • The difference between weather and climate. • The World's climate can be divided into zones to help us understand the conditions in different regions and how they change. • Latitude and proximity to oceans are major factors in determining where climate zones are found. • Recent climate change is caused by human activities such as farming. • Polar regions are located at high latitudes and are facing challenges due to rapidly melting ice • Temperate regions such as the UK are facing more extreme weather events such as heatwaves, droughts and storms. • Learning about our temperate woodlands through OS maps. <p>Next Steps preparation</p> <ul style="list-style-type: none"> • <i>Covers climate zones and climate change foundations for Paper 1: Weather Hazards and Climate Change.</i> • <i>Develops OS map reading and understanding of UK climate impacts.</i> 	<p>Glacial Inter-glacial Quaternary Industrialisation Combustion Climate Zones OS-Maps</p>	<p>Climate Zone Mapping – Label and colour a world map with different climate zones and write short descriptions using climate data.</p> <p>Extended Writing Task – "Explain two challenges caused by climate change in a polar or temperate region." Use OS map skills and climate vocabulary.</p> <p>Extreme Weather Diary Entry – Write a diary entry from the point of view of a person experiencing an extreme weather event (e.g. UK heatwave, Arctic melt, or flood).</p>	<p><u>Resources</u></p>
<p>Spring 2</p>					
<p>Summer 1</p>	<p>Our Natural Resources</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> • The Earth's spheres provide a wealth of different natural resources. • We categorise resources into renewable, non-renewable and sustainable. • The formation of coal, oil and gas formed over millions of years, and each resource is finite. 	<p>Renewable Non-renewable Fossil Fuels Combustion Industrial Revolution Fossilisation</p>	<p>Resource Sorting and Timeline Task – Categorise resources into renewable/non-renewable and place the formation of coal,</p>	<p><u>Resources</u></p>

		<ul style="list-style-type: none"> • There are still many human activities that depend on fossil fuels but technology and changing attitudes mean we are becoming less dependent on them. • Access to fossil fuels is unevenly distributed and this can lead to conflict. • A variety of renewable energy sources are being developed and used to generate electricity. • There are many physical and economic factors. <p>Next Steps preparation</p> <ul style="list-style-type: none"> • Teaches fossil fuel formation, renewable energy, and resource distribution for Paper 2: Resource Management. • Encourages sustainability thinking and evaluation of environmental impacts. 	<p>Distribution Conflict</p>	<p>oil, and gas on a timeline.</p> <p>Structured Paragraph – "Describe the problems caused by uneven distribution of natural resources and how renewable energy can be a solution." Include named examples.</p> <p>Class Debate: "We Should Ban Fossil Fuels by 2030" – Small group debate presenting arguments for and against, based on environmental, social, and economic impacts.</p>	
<p>Summer 2</p>	<p>Our Landscapes – Rivers</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> • Features of a Drainage Basin including Watershed, source, mouth and tributaries. • The location and characteristics of the UK's major rivers. • The long profile of a river and the characteristics of a river in the upper, middle and lower course. • Rivers shape the land through the processes of erosion, transportation and deposition. • River flooding can be caused by human and physical factors. 	<p>Drainage basin Tributary Watershed Confluence Source Mouth Gradient Velocity Waterfall Meander Interception Infiltration Impermeable Deforestation</p>	<p>Drainage Basin Diagram Labelling – Label key features (source, tributary, confluence, mouth, etc.) and describe the long profile of a river.</p> <p>Flooding Case Study Task – Write a structured explanation of the 2013/14 Somerset</p>	<p><u>Resources</u></p>

		<ul style="list-style-type: none"> • A case study about the causes and impacts of flooding in Somerset levels 2013/14. • The interactions between the river and the sea at a coastline. • Learning about rivers through OS maps. <p>Next Steps preparation</p> <ul style="list-style-type: none"> • <i>Introduces fluvial processes and landforms essential to Paper 1: UK Physical Landscapes (Rivers).</i> • <i>Strengthens OS map skills and links human and physical geography through flooding case studies.</i> 	<p>Levees Estuary Delta</p>	<p>Floods using PEE (Point, Evidence, Explanation) with both human and physical causes and impacts.</p>	
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Year 8 Geography					
Term	Topic(s) and links	Core Knowledge	Core Vocab and Numeracy	Assessment	Resources
Autumn 1	<p>Tussling Tectonics</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> Definitions and classifications of natural hazards (tectonic, atmospheric, geomorphological) Earth's structure (crust, mantle, outer/inner core) Tectonic plate boundaries and movement Distribution of earthquakes and volcanoes Case study: 2011 Tohoku Earthquake and Tsunami in Japan Risk management: predict, prepare, protect (California focus) <p>Next Steps preparation</p> <p><i>Key content foundation for AQA GCSE - Natural Hazards unit in Paper 1</i></p>	<p>Natural hazard Tectonic hazard L.I.C H.I.C Crust Outer core Inner core Convection currents Plate boundary Subduction Destructive Conservative margins Magnitude Response Prediction Protection Preparation</p>	<p>GCSE writing task describing distribution of tectonic hazards.</p> <p>Case study fact file on Japan Earthquake (5W's).</p> <p>Storyboard on tsunami formation.</p> <p>Exam-style 4-mark question on hazard management.</p> <p>Plate boundary diagram completion and description.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> USGS Live Earthquake Map https://earthquake.usgs.gov/earthquakes/map/ BBC Bitesize: Plate Tectonics https://www.bbc.co.uk/bitesize/topics/z849a6f/articles/zw9k87h National Geographic: Tsunamis Explained https://education.nationalgeographic.org/resource/tsunamis/ Japan Tsunami 2011 Documentary Clip (BBC) https://www.youtube.com/watch?v=7BM3F8yEOY8 IRIS Plate Tectonics Interactive https://www.iris.edu/hq/inclass/interactive/plate_tectonics

<p>Autumn 2</p>	<p>Toxic Trainers</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> • Environmental impacts of trainer production (materials, water use, landfill) • Globalisation and the role of TNCs • Factory working conditions (case study: Yue Yuen, China) • Global trade, shipping routes, containerisation • Water footprints, environmental ethics (Chromium tanning) • Sustainable consumption and Fairtrade <p>Next Steps preparation</p> <ul style="list-style-type: none"> • <i>Strong links to AQA GCSE - Paper 2 topics: Resource Management, Globalisation, TNCs</i> • <i>Numeracy tasks: % calculations, range, choropleth mapping</i> • <i>Ethical geography and sustainability prepare students for decision-making questions</i> 	<p>Recyclable, Synthetic, Landfill, Methane TNC Migrant Globalisation Containerisation Agriculture Industry Manufacturing Fairtrade Deforestation Chromium River pollution</p>	<p>Water footprint worksheet + choropleth interpretation (China).</p> <p>“Who benefits from globalisation?” table and paragraph.</p> <p>Diary entry task from Moroccan tannery case study.</p> <p>Structured writing task on supporting UK vs global manufacturing.</p> <p>Paragraph explanations about deforestation and cocoa industry ethics.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Oxfam Fairtrade and Global Trade Education https://www.oxfam.org.uk/education/resources/what-is-fairtrade/ • BBC Bitesize: Globalisation and TNCs https://www.bbc.co.uk/bitesize/guides/zxp_n2p3/revision/1 • Story of Stuff – Fast Fashion and Production https://www.storyofstuff.org/ • Water Footprint Calculator https://www.watercalculator.org/ • National Geographic – Fast Fashion Impacts https://education.nationalgeographic.org/resource/fast-fashion-environmental-impact/
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Spring 1	<p>Events from within Africa</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> Physical geography: relief, rivers, mountains (e.g., Atlas Mountains, Nile) Extreme weather: Cyclone Idai – formation, impacts, responses Biomes and ecosystems: Mountain Gorillas (D.R. Congo) Conflict and development: Sudan Cocoa and global trade (Ivory Coast) Environmental degradation: Desertification in the Sahel, Great Green Wall African cultural industries (Nollywood) <p>Next Steps preparation</p> <ul style="list-style-type: none"> Relevant to AQA GCSE - Changing Economic World, Climate Hazards, Ecosystems Promotes graphical literacy, thematic mapping Encourages synthesis of case study material and sustainable development concepts 	<p>Relief Fold mountains Cyclone Tropical storm Primary/Secondary impacts Biodiversity Conservation Habitat loss Deforestation Fairtrade, Climate Desertification Sahel Nollywood</p>	<p>Fact file on Cyclone Idai.</p> <p>Paragraphs describing physical relief of Africa</p> <p>Graph description (Nollywood lesson).</p> <p>Paragraphs on Ivory Coast cocoa production (climate, colonialism).</p> <p>Map-based interpretations of forest loss and desertification.</p>	<u>Resources</u>
Spring 2 Summer 1	<p>Location London</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> Challenges facing Londoners: housing, crime, inequality Urban land use: Green Belt, urban sprawl London as a global city: TNCs, transport, culture, time zones Population change and historical growth of London Air pollution and sustainable solutions Challenges in developing transport infrastructure to support economic growth (Heathrow Third Runway) Physical features of the River Thames and its uses. 	<p>Urban sprawl Green Belt Global city TNC Housing affordability Pollution Migration Economic/Cultural importance Megacity Sustainability</p>	<p>Paragraphs comparing borough house prices + numeracy task</p> <p>Evaluative piece on advantages/disadvantages of Green Belt building.</p> <p>Global city persuasive article task.</p>	<u>Resources</u>

		<ul style="list-style-type: none">• Water pollution and the solutions to tackle it. <p>Next Steps preparation</p> <ul style="list-style-type: none">• <i>Strong foundation for AQA GCSE - Urban Issues and Challenges (London as UK urban case study)</i>• <i>Mapping, describing location, evaluating solutions – all core Paper 2 and Paper 3 skills</i>• <i>Links between migration, housing, urban growth and inequality</i>		<p>Categorising tasks on global city characteristics</p>	
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<p>Summer 2</p>	<p>Our Landscapes – Coasts</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> The UK's major coastal landscapes and how they are shaped Weathering and erosion processes: hydraulic action, abrasion, attrition, solution Coastal transportation: longshore drift, traction, saltation, suspension, solution Coastal deposition and formation of landforms: spits, bars, beaches Erosional landforms: headlands, bays, caves, arches, stacks, stumps Coastal management strategies: hard and soft engineering Case Study Focus: <i>The Holderness Coast</i> – rapid erosion, conflicting land use, and coastal defences Decision-making task: Should the Holderness Coast be protected? Who benefits/loses? <p>Next Steps preparation</p> <ul style="list-style-type: none"> <i>Directly prepares students for AQA Paper 1: The Physical Landscape in the UK (Coastal Landscapes in the UK option)</i> <i>Develops core physical process understanding vital for higher-mark questions</i> <i>Decision-making exercise mirrors Issue Evaluation (in AQA Paper 3) in format and complexity</i> <i>Numeracy: interpreting erosion data and estimating costs – aligns with exam requirements for graph/table interpretation</i> 	<p>Erosion: Hydraulic action, Abrasion, Attrition, Solution Transportation: Longshore drift, Deposition Headland, Bay, Wave-cut platform Spit Soft engineering Hard engineering Groynes Sea wall Rock armour Coastal erosion Conflict</p>	<p>Mid-topic diagram task: Label and annotate coastal landforms and processes</p> <p>Extended writing: Explain longshore drift using diagrams</p> <p>Case study comprehension: Holderness Coast – problems, management strategies and impacts</p> <p>Numeracy task: Rate of erosion calculation and cost comparison of defences</p> <p>Decision-making exercise: Written justification on coastal management (e.g. 6-mark "Who should be protected and why?" GCSE-style)</p>	<p><u>Resources</u></p>
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Year 9 Geography					
Term	Topic(s) and links	Core Knowledge	Literacy and Numeracy	Assessment	Resources
Autumn 1	Decoding Development Scheme of Work	<ul style="list-style-type: none"> Development is uneven both globally and within countries. Countries are classified as HICs, LICs, or NEEs based on income and other indicators. HDI, GNI, and GDP are important indicators to measure development. Development includes social (health, education) and economic (income) factors. Physical and human factors affect levels of development (e.g. climate, conflict, colonialism). The Sustainable Development Goals (SDGs) aim to address global inequalities. International aid, NGOs, and tourism can help reduce the development gap. <p>Next Steps preparation</p> <ul style="list-style-type: none"> AQA GCSE Paper 2: The Changing Economic World Concepts: development gap, SDGs, aid, tourism (Kenya case study) 	<p>Development HIC LIC NEE HDI GDP GNI Inequality NGO Aid Sustainable Bilateral Multilateral</p>	<p>Reading and plotting scatter graphs (e.g. HDI vs GNI)</p> <p>Analysing development indicators using maps and data</p> <p>Calculating and comparing indicators (GNI, life expectancy)</p> <p>4-mark exam-style question 'Suggest how' and 'Describe' GCSE-style questions</p> <p>Group SDG analysis task.</p> <p>PEEL paragraph on tourism and development</p>	<p><u>Resources</u></p> <ol style="list-style-type: none"> Gapminder Tools for HDI, GNI, Life Expectancy https://www.gapminder.org/tools/ BBC Bitesize: Development Indicators https://www.bbc.co.uk/bitesize/guides/zahxvcw/revision/1 Our World in Data – Economic Development https://ourworldindata.org/economic-growth UN Sustainable Development Goals https://sdgs.un.org/goals World Bank Development Indicators https://data.worldbank.org/indicator
Autumn 2	Wild; Wild Weather!	<ul style="list-style-type: none"> Tropical storms form over warm oceans and are affected by the Coriolis Effect. 	<p>Tropical Storm, Hurricane Cyclone</p>	<p>Plotting storm tracks using coordinates.</p>	<p><u>Resources</u></p>

	<p>Scheme of Work</p>	<ul style="list-style-type: none"> Storms are named differently depending on location: hurricanes, typhoons, cyclones. A case study of a tropical storm that has had major social, economic and environmental impacts on a place. Tornadoes form through rapidly rotating columns of air in storm systems. Wildfires are influenced by weather conditions like wind and temperature. The UK experiences a range of extreme weather (floods, storms, drought). Drought in the Horn of Africa has devastating human and environmental impacts. <p>Next Steps preparation</p> <ul style="list-style-type: none"> <i>Paper 1: Natural Hazards (tropical storms, weather hazards, climate change)</i> 	<p>Coriolis Effect Low/High Pressure Barometer Tornado Wildfire Drought Desertification</p>	<p>Describing patterns from maps (e.g. storm/flood distribution).</p> <p>Analysing weather data (barometer readings, storm frequency).</p> <p>5W's case study for wildfires.</p> <p>'Speak like a Geographer' vocabulary challenge.</p> <p>Extended writing: Discuss how weather impacts fire spread.</p> <p>PEEL paragraph on tackling desertification.</p>	<ul style="list-style-type: none"> National Geographic: Extreme Weather Explained https://education.nationalgeographic.org/resource/extreme-weather/ BBC News – Cyclone Idai Case Study https://www.bbc.co.uk/news/world-africa-47576831 Met Office: Weather Hazards in the UK https://www.metoffice.gov.uk/weather/learn-about/weather/types-of-weather/extreme-weather NOAA Hurricane Centre (US storms) https://www.nhc.noaa.gov/ BBC Earth Lab – Extreme Weather Playlist https://www.youtube.com/results?search_query=extreme+weather+bbc+earth
Spring 1	<p>Environmental Geography</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> Human activity contributes to environmental degradation (e.g. deforestation, over-cultivation). Food insecurity is linked to population growth and climate challenges. 	<p>Environmental Geography Overcultivation</p>	<p>Proportional area graph (aeroponics) plotting and analysis.</p>	<p><u>Resources</u></p>

		<ul style="list-style-type: none"> • Technology (e.g. aeroponics, biotechnology) may help address food production needs. • The tragedy of the commons explains resource overuse in shared spaces. • The Global Commons include oceans, atmosphere, Antarctica, outer space. • Overfishing is a global issue affecting ecosystems and economies. • The Paris Agreement and climate pioneers highlight solutions and challenges in tackling climate change. <p>Next Steps preparation</p> <ul style="list-style-type: none"> • <i>Paper 1: The Living World and Climate Change</i> • <i>Paper 3: Issue Evaluation – global environmental management</i> • <i>Case study link: Great Green Wall, food supply strategies, climate change responses</i> 	<p>Land Degradation Biotechnology Aeroponics Tragedy of the Commons Global Commons Overfishing Paris Agreement</p>	<p>Plotting Line graphs.</p> <p>Carbon emissions calculations.</p> <p>Venn diagram comparing food production technologies.</p> <p>9-mark extended answer (GCSE style) about food and technology.</p> <p>Climate change data analysis (ice cores and CO₂ levels).</p> <p>Evaluation task: Success and challenges of the Paris Agreement</p>	
Spring 2	<p>Asia Assemble</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> • Asia is the largest and most populous continent with diverse countries. • China and India are emerging superpowers with significant global influence. • Monsoon climates dominate parts of Asia and shape agriculture/livelihoods. • North Korea is an authoritarian state with global tensions. • The Caspian Sea raises geopolitical issues over ownership and resources. 	<p>Superpower Monsoon Authoritarian Democracy Geopolitics BRI (Belt and Road Initiative) K-Wave Infrastructure</p>	<p>Map interpretation: political boundaries and trade routes.</p> <p>Data analysis related to Asian economies and populations.</p> <p>Mapping task of Asian countries.</p>	<p><u>Resources</u></p>

		<ul style="list-style-type: none"> China's Belt and Road Initiative (BRI) is reshaping global trade and infrastructure. South Korea's cultural exports (K-Wave) impact global culture. Russia is involved in multiple conflicts affecting global politics. <p>Next Steps preparation</p> <ul style="list-style-type: none"> <i>Paper 2: The Changing Economic World (India and China)</i> 		<p>PEEL paragraph: China vs India – emerging power analysis.</p> <p>Evaluation task: Who owns the Caspian Sea?</p> <p>Role play/discussion: K-Wave or BRI – which is more influential?</p> <p>Source analysis: Russian involvement in conflict</p>	
Summer 1	<p>Prisoners of Geography</p> <p>Scheme of Work</p>	<ul style="list-style-type: none"> Geography is not just physical but also human; it shapes identity, opportunity, and freedom. People's access to rights, education, healthcare, and dignity can be limited by their geographical location. Physical geography (e.g. climate, remoteness) and human geography (e.g. governance, infrastructure, cultural norms) interact to influence quality of life. Marginalised groups (e.g. LGBTQ+, caste minorities, Indigenous peoples) often face compounded challenges in particular geographic contexts. Urban migration is sometimes a survival strategy but comes with risks. The rural/urban divide can determine access to services, safety, and visibility. 	<p>Marginalisation Dignity Visibility Isolation Accessibility Urbanisation Cultural Geography Legal Discrimination Indigenous People Harsh climates Inequality Human Rights</p>	<p>Map analysis task: where are LGBTQ+ rights strongest/weakest? Why?</p> <p>Compass Rose analysis of rural India</p> <p>Thinking Hats task about challenges that the Dalit's face in rural India.</p> <p>Decision Making activity – Will improved road access help or hinder the Ashaninka?</p>	<p><u>Resources</u></p>
Summer 2					

	<ul style="list-style-type: none">• Indigenous knowledge and ways of life are often closely tied to local geography, but this also makes them vulnerable to exploitation and marginalisation.• Geographic inequality contributes to systemic discrimination and global injustice. <p>Next Steps preparation</p> <p><i>Global development, urban challenges, human rights and inequality (AQA Geography Paper 2)</i></p> <p><i>Practice for Issues Evaluation (AQA Geography GCSE Paper 3)</i></p>		<p>3-part storyboard about the challenges faced by the Nenets.</p>	
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