SJBC Geography Termly Map - 2025 - 2025

Year 7 Geography					
Term	**Topic(s) and links**	**Core Knowledge**	**Core Vocab and Numeracy**	**Assessment**	**Resources**
Autumn 1	**Our Blue Marble** Scheme of Work	• 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. • ***Next Steps preparation*** • *Introduces Earth's spheres, ecosystems, and biomes to prepare for* ***GCSE Paper 1: The Living World****.* • *Builds spatial awareness and map interpretation skills used in* ***Paper 3: Issue Evaluation****.*	Biosphere Lithosphere Hydrosphere Atmosphere Cryosphere Biotic Abiotic Interdependence Ecosystems Biomes	***Map distortion diagram*** – Draw and compare different map projections (Mercator vs Peters) and describe how they distort land masses. **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. ***Biome Case Study Report*** – Written paragraph or poster showing the interdependence between biotic and abiotic features in	*Resources* • NASA Earth Observatory – Earth from Space https://earthobservatory.nasa.gov/ • BBC Bitesize: Biomes and Ecosystems https://www.bbc.co.uk/bitesize/topics/z849q6f • 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	• 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. ***Next Steps preparation*** • *Explores urban growth, megacities, and population patterns linked to* ***Paper 2: Urban Issues and Challenges***. • *Introduces inequality and development themes relevant to* ***The Changing Economic World***.	Sparsely populated Densely populated High-income Low-income Newly Emerging Economies Megacities Sustainable Cities	***Population Pyramid Interpretation*** – Describe patterns of population in a HIC vs LIC using annotated pyramids. ***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. **Choropleth Map Creation** – Use population density data to shade a UK or world map, then answer 3 questions using map evidence.	*Resources* • 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

Spring 1 **Spring 2**	**Our Climate Challenges** Scheme of Work	• 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. ***Next Steps preparation*** • *Covers climate zones and climate change foundations for* ***Paper 1: Weather Hazards and Climate Change****.* • *Develops OS map reading and understanding of UK climate impacts.*	Glacial Inter-glacial Quaternary Industrialisation Combustion Climate Zones OS-Maps	***Climate Zone Mapping*** – Label and colour a world map with different climate zones and write short descriptions using climate data. ***Extended Writing Task*** – "Explain two challenges caused by climate change in a polar or temperate region." Use OS map skills and climate vocabulary. **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).	*Resources* • **BBC Bitesize – KS3 Weather and Climate** **www.bbc.co.uk/bitesize** (search: *KS3 Geography weather and climate*) ➜ Short animations, diagrams and quizzes to help students explain the difference between weather and climate and understand climate zones and climate change. • **Met Office Education – Climate and Weather** **www.metoffice.gov.uk/weather/learn-about** ➜ Clear explanations, maps and real UK data to deepen understanding of extreme weather, climate graphs and how the UK's climate is changing. • **NASA Climate Kids climatekids.nasa.gov** ➜ Student-friendly articles and graphics explaining the greenhouse effect, causes/impacts of climate change and practical actions to reduce carbon footprints.

Summer 1	**Our Natural Resources** Scheme of Work	• 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. • 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. ***Next Steps preparation*** • *Teaches fossil fuel formation, renewable energy, and resource distribution for* ***Paper 2: Resource Management****.* • *Encourages sustainability thinking and evaluation of environmental impacts.*	Renewable Non-renewable Fossil Fuels Combustion Industrial Revolution Fossilisation Distribution Conflict	***Resource Sorting and Timeline Task*** – Categorise resources into renewable/non-renewable and place the formation of coal, oil, and gas on a timeline. ***Structured Paragraph*** – "Describe the problems caused by uneven distribution of natural resources and how renewable energy can be a solution." Include named examples. **Class Debate: "We Should Ban Fossil Fuels by 2030"** – Small group debate presenting arguments for and against, based on environmental, social, and economic impacts.	*Resources*
Summer 2	**Our Landscapes – Rivers**	• Features of a Drainage Basin including Watershed, source, mouth and tributaries. • The location and characteristics of the UK's major rivers.	Drainage basin Tributary Watershed Confluence Source Mouth	***Drainage Basin Diagram Labelling*** – Label key features (source, tributary, confluence, mouth, etc.) and describe	*Resources*

	Scheme of Work	• 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. • 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. ***Next Steps preparation*** • *Introduces fluvial processes and landforms essential to* ***Paper 1: UK Physical Landscapes (Rivers)***. • *Strengthens OS map skills and links human and physical geography through flooding case studies.*	Gradient Velocity Waterfall Meander Interception Infiltration Impermeable Deforestation Levees Estuary Delta	the long profile of a river. ***Flooding Case Study Task*** – Write a structured explanation of the 2013/14 Somerset Floods using PEE (Point, Evidence, Explanation) with both human and physical causes and impacts.	

Year 8 Geography					
Term	**Topic(s) and links**	**Core Knowledge**	**Core Vocab and Numeracy**	**Assessment**	**Resources**
Autumn 1	**Tussling Tectonics** Scheme of Work	• 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) ***Next Steps preparation*** *Key content foundation for AQA GCSE -* ***Natural Hazards*** *unit in Paper 1*	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	**GCSE writing task** describing distribution of tectonic hazards. **Case study fact file** on Japan Earthquake (5W's). **Storyboard** on tsunami formation. **Exam-style 4-mark question** on hazard management. **Plate boundary diagram** completion and description.	*Resources* • USGS Live Earthquake Map https://earthquake.usgs.gov/earthquakes/map/ • BBC Bitesize: Plate Tectonics https://www.bbc.co.uk/bitesize/topics/z849q6f/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

Autumn 2	**Toxic Trainers** Scheme of Work	• 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 ***Next Steps preparation*** • *Strong links to AQA GCSE - Paper 2 topics:* ***Resource Management***, ***Globalisation***, ***TNCs*** • *Numeracy tasks: % calculations, range, choropleth mapping* • *Ethical geography and sustainability prepare students for decision-making questions*	Recyclable, Synthetic, Landfill, Methane TNC Migrant Globalisation Containerisation Agriculture Industry Manufacturing Fairtrade Deforestation Chromium River pollution	**Water footprint worksheet** + choropleth interpretation (China). "Who benefits from globalisation?" table and paragraph. **Diary entry** task from Moroccan tannery case study. **Structured writing task** on supporting UK vs global manufacturing. **Paragraph explanations** about deforestation and cocoa industry ethics.	*Resources* • 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/zxpn2p3/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-fashions-environmental-impact/

Spring 1	**Events from within Africa** Scheme of Work	• 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) ***Next Steps preparation*** • *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*	Relief Fold mountains Cyclone Tropical storm Primary/Secondary impacts Biodiversity Conservation Habitat loss Deforestation Fairtrade, Climate Desertification Sahel Nollywood	**Fact file** on Cyclone Idai. **Paragraphs** describing physical relief of Africa **Graph description** (Nollywood lesson). **Paragraphs** on Ivory Coast cocoa production (climate, colonialism). **Map-based interpretations** of forest loss and desertification.	*Resources* • **BBC Bitesize – Africa and Development www.bbc.co.uk/bitesize** (search: *Africa geography KS3*) ➔ Overviews of Africa's physical geography, climate and development help students link events like droughts, cyclones and desertification to place. • **Internet Geography – The Sahel and Desertification www.internetgeography.net** (search: *Sahel desertification*) ➔ Case-study style pages on the Sahel and Great Green Wall give detail on causes, impacts and solutions to environmental challenges. • **UN Great Green Wall Project www.greatgreenwall.org** ➔ Real-world maps, photos and stories that bring to life how African countries are responding to land degradation and building resilience.
Spring 2 Summer 1	**Location London**	• Challenges facing Londoners: housing, crime, inequality • Urban land use: Green Belt, urban sprawl	Urban sprawl Green Belt Global city TNC	**Paragraphs** comparing borough house	*Resources*

	Scheme of Work	• 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. • Water pollution and the solutions to tackle it. ***Next Steps preparation*** • *Strong foundation for AQA GCSE -* ***Urban Issues and Challenges*** *(London as UK urban case study)* • *Mapping, describing location, evaluating solutions – all core Paper 2 and Paper 3 skills* • *Links between migration, housing, urban growth and inequality*	Housing affordability Pollution Migration Economic/Cultural importance Megacity Sustainability	prices + numeracy task **Evaluative piece** on advantages/disadvantages of Green Belt building. Global city persuasive **article task**. **Categorising tasks** on global city characteristics	

Summer 2	**Our Landscapes – Coasts** Scheme of Work	• 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: *The Holderness Coast* – rapid erosion, conflicting land use, and coastal defences • Decision-making task: Should the Holderness Coast be protected? Who benefits/loses? ***Next Steps preparation*** • *Directly prepares students for* ***AQA Paper 1: The Physical Landscape in the UK*** *(Coastal Landscapes in the UK option)* • *Develops core* ***physical process understanding*** *vital for higher-mark questions* • ***Decision-making exercise*** *mirrors* ***Issue Evaluation (in AQA Paper 3)*** *in format and complexity* • ***Numeracy****: interpreting erosion data and estimating costs – aligns with exam requirements for graph/table interpretation*	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	**Mid-topic diagram task**: Label and annotate coastal landforms and processes **Extended writing**: Explain longshore drift using diagrams **Case study comprehension**: Holderness Coast – problems, management strategies and impacts **Numeracy task**: Rate of erosion calculation and cost comparison of defences **Decision-making exercise**: Written justification on coastal management (e.g. 6-mark "Who should be protected and why?" GCSE-style)	<u>*Resources*</u>

Year 9 Geography					
Term	Topic(s) and links	Core Knowledge	Literacy and Numeracy	Assessment	Resources
Autumn 1	**Decoding Development** Scheme of Work	• 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. **Next Steps preparation** • AQA GCSE Paper 2: The Changing Economic World • Concepts: development gap, SDGs, aid, tourism (Kenya case study)	Development HIC LIC NEE HDI GDP GNI Inequality NGO Aid Sustainable Bilateral Multilateral	Reading and **plotting scatter graphs** (e.g. HDI vs GNI) **Analysing development indicators** using maps and data Calculating and **comparing indicators** (GNI, life expectancy) **4-mark exam-style question** 'Suggest how' and 'Describe' GCSE-style questions Group SDG analysis task. **PEEL paragraph** on tourism and development	*Resources* 1. Gapminder Tools for HDI, GNI, Life Expectancy https://www.gapminder.org/tools/ 2. BBC Bitesize: Development Indicators https://www.bbc.co.uk/bitesize/guides/zghxvcw/revision/1 3. Our World in Data – Economic Development https://ourworldindata.org/economic-growth 4. UN Sustainable Development Goals https://sdgs.un.org/goals 5. World Bank Development Indicators https://data.worldbank.org/indicator
Autumn 2	**Wild; Wild Weather!**	• Tropical storms form over warm oceans and are affected by the Coriolis Effect.	Tropical Storm, Hurricane Cyclone	Plotting storm tracks **using coordinates.**	*Resources*

	Scheme of Work	• 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. ***Next Steps preparation*** • *Paper 1: Natural Hazards (tropical storms, weather hazards, climate change)*	Coriolis Effect Low/High Pressure Barometer Tornado Wildfire Drought Desertification	**Describing patterns** from maps (e.g. storm/flood distribution). **Analysing weather data** (barometer readings, storm frequency). **5W's case study** for wildfires. 'Speak like a Geographer' **vocabulary challenge.** **Extended writing:** Discuss how weather impacts fire spread. **PEEL paragraph** on tackling desertification.	• 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	**Environmental Geography** Scheme of Work	• • Human activity contributes to environmental degradation (e.g. deforestation, over-cultivation). • Environmental impacts of war.	Environmental Geography Overcultivation	**Proportional area graph** (aeroponics) plotting and analysis.	*Resources* **National Geographic Education www.nationalgeographic.org/education**

		• Intensive farming vs sustainable farming practises (including food insecurity) • The tragedy of the commons explains resource overuse in shared spaces. The Global Commons include oceans, atmosphere, Antarctica, outer space. • Indigenous populations and relationship to the land • Overfishing is a global issue affecting ecosystems and economies. • The Paris Agreement and climate pioneers highlight solutions and challenges in tackling climate change. • Environmental damage of AI. ***Next Steps preparation*** • *Paper 1: The Living World and Climate Change* • *Paper 3: Issue Evaluation – global environmental management* • *Case study link: Great Green Wall, food supply strategies, climate change responses*	Land Degradation Biotechnology Aeroponics Tragedy of the Commons Global Commons Overfishing Paris Agreement	Plotting **Line graphs.** **Carbon emissions calculations.** **Venn diagram** comparing food production technologies. **9-mark extended answer** (GCSE style) about food and technology. **Climate change data analysis** (ice cores and CO_2 levels). **Evaluation task**: Success and challenges of the Paris Agreement	➜ Articles, maps and interactives on deforestation, overfishing, climate change and global commons support deeper research and class projects. **WWF – Our Planet / Environment** **www.wwf.org.uk** (look under *What we do*) ➜ Accessible information on biodiversity loss, ecosystems and conservation gives up-to-date examples for essays on environmental degradation and solutions. **Our World in Data – Environment** **www.ourworldindata.org/environment** ➜ Simple graphs and charts on emissions, land use and resource use are ideal for higher-ability KS3 students practising data interpretation and evaluation.
Spring 2	**Asia Assemble** Scheme of Work	• 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.	Superpower Monsoon Authoritarian Democracy Geopolitics BRI (Belt and Road Initiative)	**Map interpretation:** political boundaries and trade routes.	*Resources*

		• North Korea is an authoritarian state with global tensions. • The Caspian Sea raises geopolitical issues over ownership and resources. • 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. ***Next Steps preparation*** • *Paper 2: The Changing Economic World (India and China)*	K-Wave Infrastructure	**Data analysis** related to Asian economies and populations. **Mapping task** of Asian countries. **PEEL paragraph**: China vs India – emerging power analysis. **Evaluation task**: Who owns the Caspian Sea? **Role play/discussion**: K-Wave or BRI – which is more influential? **Source analysis:** Russian involvement in conflict	
Summer 1	**Prisoners of Geography** Scheme of Work	• 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	Marginalisation Dignity Visibility Isolation Accessibility Urbanisation Cultural Geography Legal Discrimination Indigenous People Harsh climates Inequality Human Rights	**Map analysis task**: where are LGBTQ+ rights strongest/weakest? Why? **Compass Rose analysis** of rural India **Thinking Hats task** about challenges	*Resources*

Summer 2		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. • 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. ***Next Steps preparation*** *Global development, urban challenges, human rights and inequality (AQA Geography Paper 2)* *Practice for Issues Evaluation (AQA Geography GCSE Paper 3)*		that the Dalit's face in rural India. **Decision Making activity** – Will improved road access help or hinder the Ashaninka? **3-part storyboard** about the challenges faced by the Nenets.	