



If you miss a lesson, please access Oak National Academy to help you complete lessons in this subject.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Geography	<u>Time zones: can we time travel on planet Earth?</u> This unit develops pupils' understanding of the Earth as a connected system by exploring how time is linked to place. Its placement introduces global concepts of longitude, rotation and time zones, deepening spatial thinking and building on earlier work in map skills, continents and climate. Pupils also begin to consider how geography influences human activity, such as travel and communication, preparing them for more complex global systems studied later in the year. <u>Time zones: can we time travel on planet Earth? KS2 Y6 Geography Lesson Resources Oak National Academy</u>	<u>Earthquakes: how do they change the world?</u> This unit develops pupils' understanding of Earth's structure and tectonic activity by focusing on earthquakes and their impacts. Its placement builds on earlier physical geography units such as rivers, mountains and coasts, and prepares pupils to engage with risk and resilience. Pupils explore where earthquakes happen and why, how people respond, and what shapes the severity of impacts. By connecting physical processes to real-life events, the unit encourages critical thinking, empathy and an understanding of how geography affects lives around the world. <u>Earthquakes: how do they change the world? KS2 Y6 Geography Lesson Resources Oak National Academy</u>	<u>Farms and factories: where does our food come from?</u> This unit builds on pupils' earlier learning about natural resources and trade by exploring food as a global system. Its placement enables pupils to connect physical and human geography by considering how land, climate, technology and economics influence what we eat. Pupils explore the journey from farm to factory to table, investigate food miles and supply chains, and begin to evaluate the impact of food production on people and the planet. This prepares them to think critically about sustainability, equity and future food challenges. <u>Farms and factories: where does our food come from? KS2 Y6 Geography Lesson Resources Oak National Academy</u>	<u>Coasts: what happens where the land meets the sea?</u> This unit builds on pupils' knowledge of physical processes such as rivers and weathering by focusing on how the coastline is shaped and reshaped over time. Its placement supports pupils to apply map skills and understand how people interact with changing environments. Pupils explore erosion, defence strategies, tourism and ecosystems, and begin to consider how climate change and human decisions affect coastal places. This prepares them to evaluate geographical change and sustainability in the wider world. <u>Coasts: what happens where the land meets the sea? KS2 Y6 Geography Lesson Resources Oak National Academy</u>	<u>Global trade: how do we get our stuff?</u> This unit develops pupils' understanding of global interdependence by exploring how goods are produced and traded. Its placement builds on earlier work on food systems and energy use, enabling pupils to examine how natural resources, transport and human decisions shape what we buy and use. Pupils explore trade routes, supply chains, and ethical issues, and begin to reflect on the economic and environmental consequences of global trade. This prepares them to think critically about fairness, sustainability and the human impact of everyday choices. <u>Global trade: how do we get our stuff? KS2 Y6 Geography Lesson Resources Oak National Academy</u>	<u>Around the world in 80 days: what have we learnt about our world?</u> This unit brings together pupils' geographical knowledge and skills through a continent-by-continent review of key concepts and themes. Its placement at the end of Year 6 provides a meaningful opportunity to reflect on the role of geography in understanding people, places and problems. Pupils apply map and data skills, revisit physical and human features, and explore contemporary issues such as climate, resources and tourism. This final unit consolidates prior learning and encourages pupils to leave primary school with curiosity, confidence and a global perspective. <u>Around the world in 80 days: what have we learnt about our world? KS2 Y6 Geography Lesson Resources Oak National Academy</u>

Key Substantive Knowledge: What will students learn?

Year 7 Geography	<u>Geography: what makes a geographer?</u> This unit introduces pupils to different aspects of being a geographer and develops a greater understanding of what studying the subject entails at secondary school. The unit builds on knowledge pupils gained at primary school and encourages them to consider how much knowledge they have of places, processes and geographical skills. The unit provides a foundation that underpins the rest of the secondary curriculum as it develops a range of key geographical skills such as mapwork and GIS and helps gives pupils a framework of the subject, which allows them to contextualise their learning. Geography: what makes a geographer? KS3 Y7 Geography Lesson Resources Oak National Academy	<u>Weather and climate: how do they vary?</u> This unit develops pupils' understanding of weather and climate at different scales and how it impacts people and the planet around the world. Teaching this unit early in Year 7 allows pupils to use their knowledge to make sense of later units on coasts, forest biomes and population. By covering climate change in this unit it allows pupils to consider the impact of global warming in units across the curriculum. Weather and climate: how do they vary? KS3 Y7 Geography Lesson Resources Oak National Academy	<u>Population: where do people live?</u> Population growth and change are key to many areas of geographical study. This unit is taught early in Year 7 so that pupils can use their knowledge to help them understand later regional studies on India and China. It also provides a context for units on forest biomes, globalisation, and natural resources. Population: where do people live? KS3 Y7 Geography Lesson Resources Oak National Academy	<u>Coasts: what shapes life at the coast?</u> This unit deepens pupils' knowledge of physical processes and demonstrates how they interact with the human environment. Pupils will gain insight into how humans cope with risk and how they can build their resilience in both sustainable and unsustainable ways. Focussing on coasts at this stage in the curriculum gives the opportunity for pupils to develop their locational knowledge of the UK and deepen their understanding of how the UK has been shaped by its maritime position. Coasts: what shapes life at the coast? KS3 Y7 Geography Lesson Resources Oak National Academy	<u>Forest biomes: why are forests so important?</u> This unit draws on prior learning on climate and primary units on ecosystems to develop pupils' understanding of the physical processes occurring in forest biomes and how climate impacts their distribution patterns. The unit is a good introduction to how changes at a regional scale can affect people and the environment on a global scale. Learning from this unit will allow pupils to understand the distribution of ecosystems in future regional units such as the Democratic Republic of Congo and Russia. Forest biomes: why are forests so important? KS3 Y7 Geography Lesson Resources Oak National Academy	<u>India: a global superpower?</u> India is the most populous country in the world and has the 5th largest economy. India's growing influence in the region and beyond makes it a crucial country for pupils to study. Pupils will use their knowledge from prior units on population and weather and climate to help make sense of India's human and physical geography. Learning from this unit will be used in future units on globalisation and development and will help pupils understand the interconnections that exist between and within countries. India: a global superpower? KS3 Y7 Geography Lesson Resources Oak National Academy
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Key Substantive Knowledge: What will students learn?

Year 8 Geography	<u>Globalisation: Is the world shrinking?</u> It is important that pupils develop a knowledge and understanding of the interconnections that underpin our global economy and society and the ways that accelerating globalisation impacts our daily lives. Pupils will use prior knowledge from units on population, India, and China to develop their knowledge and will use their learning to consider the impact of globalisation on development and cities in future units. Globalisation: Is the world shrinking? KS3 Y8 Geography Lesson Resources Oak National Academy	<u>Rocks, weathering and soil: Why is geology important?</u> This unit develops pupils' understanding of the physical processes that create and change the Earth's geological structure. An understanding of geology allows pupils to make sense of the Earth's physical systems and how they impact the human environment. Pupils will use the knowledge gained in this unit in future units on tectonics and natural resources. Rocks, weathering and soil: Why is geology important? KS3 Y8 Geography Lesson Resources Oak National Academy	<u>Tectonic hazards: Why is Earth restless?</u> This unit will build on the previous learning about geology to help p[pupils understand one of the key physical systems shaping the Earth's physical environment. Pupils will be able to develop their understanding of physical processes before considering how humans seek to mitigate risk in tectonically active areas to increase their reliance. Pupils will use the knowledge gained in this unit when studying the volcanoes of the Democratic Republic of Congo in a future unit. Tectonic hazards: Why is Earth restless? KS3 Y8 Geography Lesson Resources Oak National Academy	<u>Global inequalities and development: how does life vary around the world?</u> This unit builds pupils' knowledge of economic and social inequality around the world and gives them a sense of perspective when considering their own position as a pupil in the UK. The unit will develop pupils' understanding of the diversity of places and move pupils away from telling single-story narratives. Pupils will draw on their knowledge from prior learning on population and globalisation and use their knowledge of previous regional studies to develop a deeper knowledge of development around the world. Global inequalities and development: how does life vary around the world? KS3 Y8 Geography Lesson Resources Oak National Academy	<u>Cities: What are they like to live in?</u> The growth of cities around the world, especially in emerging and developing economies, shows the importance of understanding how and why cities develop and change. Pupils will build on prior learning on development and population to compare cities in different places and look at the opportunities and challenges for the people living there. Pupils will use their knowledge of cities in future regional units, where there is a focus on key cities in geographically important places. Cities: What are they like to live in? KS3 Y8 Geography Lesson Resources Oak National Academy	<u>The Democratic Republic of the Congo: What are its opportunities and challenges?</u> Nigeria is the most populous country in Africa and has the second-largest economy. It has extensive societal and economic links to the UK and is important to study as a regional case study. Pupils will draw on their prior learning from population and development to help make sense of Nigeria's diverse society and use their knowledge of globalisation to understand how Nigeria's economy is integrated into the global economy. Nigeria: An African superpower? KS3 Y8 Geography Lesson Resources Oak National Academy
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National Curriculum links to topic

National Curriculum links to topic Aims:

Our curriculum aims to develop pupils’ understanding and curiosity of the world and their place in it. Through carefully structured learning of geographical processes, places, and investigative techniques, pupils will analyse geographical patterns and address the social and environmental challenges the world faces. A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. At its simplest this means ensuring, for example, that pupils learn about the evidence and science behind climate change before pupils learn about the impact of climate change in subsequent topics throughout the curriculum. Attention is paid to vertical coherence via threads, which map the developments of concepts over time, for example, in our thread about human processes, pupils are taught through the framing of their local area in year 1 through to learning about economic futures in the UK at GCSE.