ACLE ACADEMY KS3 CURRICULUM MAP

SUBJECT: GEOGRAPHY	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Year 7- programme of study	**Map skills & Fantastic Places**	**Settlements**	**Weather & Climate**	**Ecosystems and Biomes**	**Coastal Landscapes**	
Progression of knowledge and skills	In the Year 7 *Map Skills & Fantastic Places* unit, students develop key geographical skills such as reading and interpreting maps, using grid references, understanding scale and symbols, and navigating directions. They also enhance their analytical abilities by exploring different places, comparing environments, and interpreting spatial information. By the end of the unit, students gain confidence in applying these skills to real-world contexts, improving both their practical map literacy and their understanding of diverse places around the world.	In the Year 7 *Settlements* unit, students explore how and why settlements develop, grow, and change over time. They investigate examples such as the Rio favelas to understand informal housing and urban challenges, and the London Olympic Park to examine regeneration and planned development. Through this unit, students build skills in analysing maps, interpreting demographic and economic data, and evaluating the social, economic, and environmental impacts of settlements, gaining a deeper understanding of how people shape and are shaped by the places they live.	In the Year 7 *Weather and Climate* unit, students develop an understanding of the differences between weather and climate, learning to measure and interpret temperature, rainfall, wind, and other atmospheric conditions. They explore global climate zones, extreme weather events, and the factors that influence climate patterns. By the end of the unit, students gain skills in data collection and analysis, map interpretation, and making connections between weather, climate, and human activity, enhancing their ability to explain and predict environmental patterns.	In the Year 7 *Ecosystems and Biomes* unit, students explore the variety of ecosystems and biomes around the world, from tropical rainforests to deserts and tundra. They learn about the relationships between plants, animals, and their environments, and how factors like climate, soil, and human activity shape these systems. Through this unit, students develop skills in observing, classifying, and analysing ecological data, and gain an understanding of the importance of biodiversity and sustainability in maintaining healthy ecosystems.	In the Year 7 *Coasts* unit, students investigate coastal environments, exploring processes like erosion, deposition, and weathering that shape shorelines. They study a range of coastal features such as cliffs, beaches, and dunes, and extend their learning to marine ecosystems, including coral reefs, to understand their formation, biodiversity, and threats. Through this unit, students develop skills in map interpretation, field observation, data analysis, and evaluating human and environmental impacts, gaining a deeper understanding of the dynamic interactions between land, sea, and people.	

Year 8- programme of study	RIVERS Landscapes	TECTONICS	DEVELOPMENT & THE MIDDLE EAST	Population	CLIMATE & CLIMATE CHANGE
Progression of knowledge and skills	In the Year 8 *River Landscapes* unit, students explore how rivers shape landscapes through processes like erosion, transportation, and deposition. They study key features such as meanders, oxbow lakes, and floodplains, and analyse real-world examples, including the Somerset Levels floods, to understand the causes and impacts of flooding. Through a Decision-Making Exercise (DME) on flood management, students develop skills in data interpretation, map analysis, and evaluating environmental and human responses, gaining a practical understanding of river dynamics and sustainable management strategies.	In the Year 8 *Tectonics* unit, students investigate the causes and effects of volcanic eruptions, earthquakes, and tsunamis, examining how plate boundaries shape these events. Case studies such as Mt. Fuego, the 2023 Turkey-Syria earthquake, and the 2011 Japan tsunami help students understand the human, environmental, and economic impacts of tectonic hazards. Through this unit, students develop skills in map interpretation, data analysis, hazard assessment, and evaluating strategies for risk reduction, gaining a deeper understanding of the dynamic and sometimes destructive forces of the Earth.	In the Year 8 *Development and the Middle East* unit, students examine the diverse social, economic, and political factors shaping the region. They explore poverty in Yemen, the impacts of the Gulf War, the historical context and ongoing effects of the Syrian conflict, and contrasting examples of rapid development and energy wealth in Dubai. Through this unit, students develop skills in analysing development indicators, interpreting maps and data, and evaluating the causes and consequences of inequality, gaining a comprehensive understanding of how resources, conflict, and governance influence development in the Middle East.	In the Year 8 *Population and Migration* unit, students explore global population patterns, demographic change, and human movement. They study the Demographic Transition Model (DTM), government policies such as China's one-child policy, and migration case studies including movement from Mexico to the USA and migration within the EU. Through this unit, students develop skills in analysing population data, interpreting graphs and maps, and evaluating the social, economic, and environmental impacts of migration, gaining a deeper understanding of the causes and consequences of population change worldwide.	In the Year 8 *Climate Change* unit, students investigate how Earth's climate has changed from the Ice Age to the present, including the formation of glacial landforms. They examine both natural and human causes of climate change, its environmental and social effects, and strategies to reduce its impact, using case studies such as the Maldives to illustrate rising sea levels. Through this unit, students develop skills in data analysis, map interpretation, and evaluating evidence, gaining a comprehensive understanding of the causes, consequences, and responses to climate change.

Year 9- programme of study	All About Africa	Super Powers & Globalisation	The Living World - Rainforests	The Living World – Cold Environments	Resource Management
Progression of knowledge and skills	In the Year 9 *All About Africa* unit, students explore the continent's diversity, challenging common misconceptions and stereotypes. They examine population trends and migration patterns, investigate tectonic activity at Mount Nyiragongo, analyse the social and environmental impacts of cobalt mining in the DRC, and consider sustainable energy futures. Through this unit, students develop skills in critical thinking, map interpretation, data analysis, and evaluating human-environment interactions, gaining a balanced and informed understanding of Africa's geography, resources, and development challenges.	In the Year 9 *Superpowers and Globalization* unit, students examine the economic, political, and cultural influence of global superpowers. They explore the USA's superpower status, the rise of BRIC nations, China's investment in Africa, and the role of transnational corporations (TNCs). The unit also investigates global trade and consumption issues, including fast fashion and fair trade. Through this unit, students develop skills in analysing data, evaluating global connections, and understanding the impacts of globalization on people, economies, and the environment.	The *Living World* unit explores ecosystems, how they function, and the human and physical processes that affect them. Students begin by understanding the characteristics of ecosystems, including climate, vegetation and biodiversity. The Malaysian rainforest is studied as a tropical rainforest, highlighting its high biodiversity, nutrient cycling, and the threats it faces from deforestation, logging, and agriculture. Svalbard is studied as a polar ecosystem, showing how extreme cold, limited vegetation, and fragile habitats create challenges for survival. Students also examine how ecosystems can be managed sustainably, such as conservation projects in Malaysia and careful resource use in Svalbard. Throughout, skills are developed in interpreting maps, climate graphs, photos, and case study data, as well as analysing human-environment interactions and evaluating management strategies.		Students start by understanding why food is unevenly distributed and the causes of food insecurity, including climate, poverty and conflict. They then explore strategies to increase food supply sustainably, such as irrigation, biotechnology and reducing food waste. Throughout, they develop skills in interpreting data, maps and graphs, comparing case studies, and forming reasoned conclusions about managing food as a vital resource.