# Key Stage 3 Curriculum Overview- Geography

## Progression from Key Stage 2 and Progression through Key Stage 3:

| | Autumn Term | Spring Term | Summer Term |
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| **Year 6** | **Students at the end of Key Stage 2 will be able to:**<br>**Knowledge:**<br>• Local area, the United Kingdom and Europe, North and South America.<br>• Lines of longitude and latitude<br>• Locate cities and physical features of the UK.<br>• Compare physical and human geography of the UK.<br>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br>**Skills:**<br>• maps, atlases, and GIS<br>• compass<br>• OS maps (4, 6 figure, symbols and key)<br>• Fieldwork | | |
| **Year 7** | **1. What is your geographic knowledge?**<br>• What is Geography?<br>• How to use atlases and world maps including longitude and latitude to locate places around the world?<br>• How do we use OS maps to locate places?<br>• How do we use OS maps to describe direction, scale and height?<br>• What geographic knowledge of the UK do you have?<br>• Baseline Assessment<br><br>**Skill Focus**: Basic geographic skills (short review of skills and build on what is learnt at primary school) | **3. Rock and Roll Coasts – What happens when the land meets the sea?**<br>• What are the different rock types?<br>• How do coastal processes of weathering, erosion, transportation and deposition shape the coast?<br>• How does geology impact the coastal landscape?<br>• How does coastal erosion impact coastal communities?<br>• What's the best way to protect the coast?<br><br>**Skills Focus**: Cartographic<br>Numeracy: Calculating costs of sea defences. | **5. Why are rivers important?**<br>• How does water get into rivers?<br>• How do people live with rivers?<br>• How do rivers change from source to mouth?<br>• How do rivers shape the land?<br>• How do I conduct a river fieldwork enquiry?<br>• How can I present and analyse the fieldwork data?<br><br>**Skills focus**: Use of data and GIS<br>Numeracy: measuring distance and river flows, drawing cross profiles, calculating velocity, proportional shapes, averages. |

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| | Numeracy: scale and co-ordinates<br><br>**2. Is our world even?**<br>• How do you measure development?<br>• How is money and wealth distributed around the globe?<br>• How can individuals, countries and NGOs reduce global inequalities in economic development?<br>• What are the effects of trade, globalisation, superpowers, and conflict and health issues on development?<br>• What are the sustainable development goals?<br><br>**Skills focus:** Numerical and Statistical<br>Numeracy: Central tendency and using numbers to describe trends. | **4. Seven billion and counting – what's the issue?**<br>• How is the World's population changing?<br>• Where do people live and why?<br>• What are the challenges of population growth?<br>• How do we describe our population structure?<br>• What are the challenges and solutions of an ageing population?<br>• Why do people migrate and what are the impacts?<br>• Is migration to the UK is a good thing?<br><br>**Skills focus** : Graphical<br>Numeracy: Drawing line graphs and population pyramids.<br><br>**Mid-year Assessment**<br>• Metacognition: Mind mapping<br>• Mid-year assessment<br>• Reflection on learning and knowledge | **6. SYNOPTIC UNIT: Booming Asia – How is Asia being transformed?**<br><br>• Is Asia a diverse continent?<br>• Does the political system in China help development?<br>• How do China control their population?<br>• Is all of China "booming"?<br>• How does the monsoon climate and flooding impact India?<br>• How is India "booming"?<br>• Should India go boldly?<br><br>**Skills focus**: Enquiry and argument<br>Numeracy: Interpreting flood data and population graphs.<br><br>**End of Year Assessment**<br>• Metacognition: Dual Coding<br>• DME – On China and India<br>• Review of Learning and knowledge |
| **Year 8** | **1. What is weather and climate?**<br>• You will be able to explain the difference between weather and climate.<br>• You will use maps and atlases to create weather forecasts for the UK.<br>• You will investigate the climate of the UK.<br>• You will explore extreme weather events in the UK and further a field<br><br>**Skills focus**: Numerical<br>Numeracy: measuring and recording weather, calculating range in temperatures, using data to describe patterns in the weather, drawing climate graphs. | **3.How are urban populations changing?**<br>• How do urban areas change?<br>• What are the opportunities and threats that are facing our urban areas in the UK?<br>• How can urban areas be improved?<br>• How will you collect and use fieldwork data to assess the success of the New Square regeneration project in West Bromwich.<br>• What is a megacity and what are the challenges facing megacities like Mumbai?<br>• How can we make our urban areas more sustainable?<br><br>**Skills focus**: Use of data and statistics. | **5. How do we use our planet as a natural resource?**<br>• Which is the most important; food, water or energy?<br>• Why is soil important?<br>• 5How can the Great Green Wall of Africa protect our soil?<br>• What happens when we don't have enough clean water? What is the best way to manage water?<br>• What are the different ways we can produce energy?<br>• Should the UK use nuclear energy?<br>Science (start of Year 8) |

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| | **2. Climate change - What is the future of our planet?**<br><br>• What are the causes of climate change?<br>• What are the consequences of climate change for people and the environment?<br>• What is the best way to manage the challenges of climate change?<br><br>**Skills focus**: Graphical<br>Numeracy: Drawing and interpreting line graphs on temperature and climatic data. Calculating the range in temperatures.<br><br>(March Science) | Numeracy: Collecting fieldwork data such as tally charts, drawing flow line graphs and locational bar charts, calculating averages, percentage change and the range.<br><br>**4. How does ice shape the world?**<br>• How has climate changed in the past and what is the impact of this?<br>• How do glaciers shape the land?<br>• How glaciated landforms are create?<br>• How do we know the Lake District was glaciated?<br><br>**Skills focus**: Cartographical<br>Numeracy: Co-ordinates, interpreting line graphs.<br><br>Mid-Year Assessment<br>1. Metacognition: Flash cards<br>2. Assessment<br>3. Reflection of knowledge and learning | **Skills focus**: Statistical<br>Numeracy: Using data to describe patterns and trends in maps and graphs. Use of averages and range.<br><br>**6. SYNOPTIC UNIT: Russia's geography – Curse or blessing?**<br>• What is the human and physical geography of Russia?<br>• How developed is Russia?<br>• Should Russia build a bridge?<br>• What are the impacts of resource exploitation on Russia?<br>• Are countries too dependent on Russian energy?<br><br>**Skills focus**: Enquiry and Argument<br><br>End of Year Assessment<br>• Metacognition: Cornell Method<br>• Assessment<br>• Reflection of learning and knowledge<br><br>**7. GIS UNIT: The Digital World**<br>• What is GIS?<br>• GIS Mapping<br>• GIS Using data<br>• GIS Graphing the world<br>• Contrasting locations<br>• The future of GIS |

| Year 9 | | | |
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| | **1. Why is there more plastic than fish in my fish fingers?**<br>• Why is the price of fish and chips increasing?<br>• What happens to all of your rubbish?<br>• Why are coral reefs important?<br>• Why are wars being fought over Whales?<br><br>**Skills focus:** Enquiry and argument<br>Numeracy: Describing trends in graphs.<br><br>**2. Is it safe to live next to a volcano?**<br>• Do continents fit together like jigsaw pieces?<br>• What's happening in the Himalayas?<br>• Is Japan a safe place to live?<br>• Can people manage the risks of living in earthquake zones?<br>• What are the opportunities and challenges of living in Iceland?<br>• Can you manage a volcanic eruption?<br>• What is a super volcano?<br>• How should we respond to a super volcanic eruption?<br><br>**Skills focus**: Numerical<br>Numeracy: Magnitude and frequency. | **3. Are all deserts hot?**<br>• What is a desert?<br>• What are the opportunities and challenges of living in a hot desert?<br>• How do humans manage the desert environment?<br>• Who owns Antarctica?<br>• What are the threats to the Antarctic environment?<br>• What's the Antarctic Treaty?<br><br>**Skills focus**: Graphical<br>Numeracy: Proportional shapes<br><br>**4. The Middle of Where?**<br>• Is the Middle East a geographically diverse region?<br>• Why is the Middle East an important world region?<br>• Why is the Dubai a fantastic place?<br>• Why is there conflicts in the Middle East?<br><br>**Skills focus**: Cartographical<br>Numeracy: Reading graphs.<br><br>Mid-Year Assessment<br>• Metacognition: Student choice<br>• Mid -year assessment<br>• Reflection on learning and knowledge. | **5. SYNOPTIC: All of Africa is poor – what are the myths and misconceptions about Africa?**<br>• What is the physical geography and human geography of Africa?<br>• How developed is Africa?<br>• Does the Sahel have a future?<br>• What is the Great Rift Valley?<br>• What is the pattern of biomes and climate in Africa?<br>• How do animals and plants adapt to the biomes of Africa?<br>• What's Africa's biggest killer?<br><br>**Skills focus:** Enquiry and argument<br>Numeracy: Use of climate data and climate graphs. Use of averages. Calculating the range and interquartile range – dispersion diagrams and box whisker diagrams of development indicators.<br><br>(March Science)<br>Trip: Zoo to explore animal adaptions. JOINT?<br><br>**End of Year Assessment**<br>• Metacognition: students choice<br>• Assessment<br>• Review of learning and knowledge.<br><br>**Fieldwork Skills:**<br>• How can I create a geography enquiry in my local area?<br>• How can I collect data in my local area?<br>• How can I make sure I am safe when collecting data?<br>• How can I present my data? |

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| | | | • What conclusion can I make? How do I know if they are accurate and reliable?<br><br>Skills Focus: Use of data and GIS<br>Numeracy: percentage increase, interquartile range, drawing graphs and maps, averages. |

**Justification:**

- Year 7 Unit 1- some limited overlap with KS2 before their baseline assessment. This is due to the large number of feeder schools having a large range in the skills that students join us with. To ensure this is not limiting students new skills will be introduced such as OS maps – scale and height.
- Knowledge and Understanding – all KS3 NC is covered within the 3 years. The curriculum aims to build further on this with a broader aspects and Geography in the News homework to develop breadth and depth of understanding and cultural capital.
- Sequence of learning – content builds on previous knowledge gained during the KS3 curriculum with increasing challenge and builds on basic concepts. Each unit is based on geographic questions to help build curiosity of the world around them and enquiry skills. Each year includes a synoptic unit which will make links between previous learning. These will include DME activates to help build the enquiring geographic mind.
- Skills focus for each unit will ensure that all skills are revisited throughout the KS3 to help retention. These skills should increase in challenge e.g. range to interquartile range to dispersion diagrams. Other skills will be covered within the units.
- Mid-Year and End of Year assessments will include a learning skills lesson where students are taught a new technique to help them learn e.g. mind mapping. They will review how these skills work for them after their exam during the DIRT lesson to help improve metacognition.

**By the end of Key Stage 3 a student should be able to:**

Analyse the world around them and consider the contrasts between the natural, economic, social and political spectrums of society. They should be able to make links between different aspects of geography. They will have a wealth of knowledge about how countries differ in all aspects of their geography.

- Demonstrate a deep and diverse knowledge about places, people and the physical and human environments.
- Apply concepts to local and faraway places.
- Deep understanding of the interactions between the physical and human processes in the formation of landscapes.
- Demonstrate and understanding how environments change over scale and time.
- Demonstrate an understanding of our fragile environments and how humans rely, use and manage these.

**Skills and attributes:**

- Curiosity in the world around them.
- Independent enquiry skills.
- Qualitative and quantitative fieldwork approaches.
- Ability to communicate geographical information through a variety of maps, graphs and extended writing

- Responsible citizens
- Reflective learners
- Confidence to share their views
- Ability to empathise with other