

KS3 Curriculum Overview Geography

Year 7

Introduction to Geography

Passport to the World - Map Skills

British Isles – Physical and Natural

Population and Migration

Rivers

Infiltration Enquiry

Year 8

Weather and Climate

Structure of the Earth

Fashion

Africa

Year 9

Ecosystems

Tropical Rainforests

Deserts

Natural Hazards

Summary of reasoning behind and sequencing of the curriculum

Year 7

The introduction to Geography begins with a baseline assessment developed over the last 2 years. This data allows us to understand each student's prior knowledge of Geography, in terms of key skills and application of knowledge from sources. This is extremely important when trying to differentiate lessons early in Year 7 before students are moved into sets, due to the large variability in prior geographical knowledge. We then make sure all students are aware of basic geographical skills that they will initially apply but continually use and build knowledge against throughout their time at Crestwood. Students are introduced to the importance of Geography within basic skills which they practice in their everyday lives, for example; using GIS software to organise personal journeys. Place knowledge is then embedded

through the delivery of the British Isles topic. Students are able to recognize key Geographical features as well as understand where they live in relation to other landscapes and landforms. Place knowledge was identified as a key area for improvement following the delivery of this topic in previous years and understanding of the KS2 curriculum. The controversial topic of Population and Migration is explored to equip students with the key knowledge and understanding to recognize what is meant by the term 'migration' and how it can have both positive and negative connotations. Focus is placed upon addressing misconceptions about migration and emphasizing positive reasons for migration as well as explaining situations of refugees and illegal migration. Rivers are then explored to create a balance between human and physical Geography in Year 7. Knowledge of key aspects of a river are explored and students are then able to apply this knowledge to explain flash flooding such as Boscastle in 2004. An infiltration enquiry is then introduced to give students opportunities to conduct fieldwork and explore the various stages of an enquiry. Primary data is collected in small groups which gives students data which they can present, evaluate and conclude from. An enquiry gives students the skills needed for GCSE, where two enquiries that students conduct are assessed in Paper 3.

Year 8

Year 8 begins with a study that is relevant due to the extreme wet weather we experience in the Autumn term. Students focus on the key differences between weather and climate and how both can affect people in their everyday lives. Throughout the Weather and Climate topic, students continually exercise skills on how to describe, analyse and create Climate Graphs; as well as understanding key specialist terms which they apply throughout. As students begin to understand basic terms and the reasoning behind why we experience the weather we do, we then challenge students by exploring Tropical Storms. Tropical Storms are especially common during the Autumn/Winter months and regularly reported on the News, which makes this topic especially relevant to study. Embedded throughout all Year 8 topics, a variety of question types are used in lessons and assessments, to prepare students for GCSE and allow them to practice good literacy. Natural Hazards as a topic flows on naturally from weather and climate and allows for some creative exploration of the key terms and theory. Following this we explore key human issues across the globe in our Global Fashion module. Students are challenged to think about their lifestyle and whether it is sustainable in today's modern climate. Lastly, the student's misconceptions are challenged with a module on Africa, here they consider the climate and locations of biomes. They are tasked to create a project on an individual country in Africa and think about all aspects of its physical and human Geography.

Year 9

Year 9 sees the introduction of the GCSE course. Ecosystems is firstly explored by sharing the characteristics of biomes and understanding food chains/webs – this having cross curricular links with Science. Finally, students look at the examples of changes that occur in an ecosystem and the impacts this can have. We then delve into two biomes, the first is Tropical Rainforests. Key characteristics and location are explored before tackling the bigger issues of deforestation and sustainability. We then move onto exploring desert environments. Here we explore key characteristics and location before looking at an in-depth case study of the Thar Desert. The case study explores opportunities and challenges that face local people and government bodies who try to manage and make a living in the

desert. Natural Hazards is then explored allowing students the opportunity to tackle key theory relating to plate boundaries but also understanding the impacts on people and the environment. Management strategies are explored and students are given the opportunity to get creative and design their own Earthquake proof building. Extreme weather is then explored at the end of Year 9 in preparation for KS4.

Overall Summary

The intent of the KS3 curriculum is to provide a broad and balanced study of a number of key concepts that are crucial to the study of Geography at KS4 and beyond. While also equipping those who are not interested with further study, the skills to understand the world they live in and beyond.

Key knowledge, understanding, skills and concepts in each module

Year 7

Passport to the World - Map Skills

Key knowledge

Eight points of a compass. Three types of Map Symbol. Golden rule of Four and Six figure grid references. Calculating scale accurately. Recognizing patterns of height using contours. Three types of Height.

Key understanding

Why do people use direction? Why do we use map symbols? Why do we use four and six figure grid references? Why is scale so important on a map? Why do we show height on a map?

Key skills

Direction. Map symbols. Four and Six figure grid references. Scale. Height and contours.

Key discussion question

N/A

British Isles – Physical and Natural

Key knowledge

The difference between the British Isles, Great Britain and the United Kingdom. Location and characteristics of key physical features of the United Kingdom. Location and characteristics of key human features of the United Kingdom. Key characteristics of a settlement. Sparse and Dense areas of the United Kingdom.

Key understanding

What countries make up the UK, GB and BI?

Key skills

Ability to use an Atlas or GIS effectively.

Key discussion question

Why do people choose to live where they live?

Population and Migration

Key knowledge

Past invasions in the UK (Cross-Curricular History). Basic knowledge of DTM (Demographic Transition Model). Reasons for population increase and decrease. Knowledge of key terms related to migration. Examples of migration (illegal and economic). What is the EU and the positives and negatives of leaving the EU.

Key understanding

Who are the British? What is happening to population? Why is population declining/growing? Why do people make long journeys? What is economic migration and why is it happening? What is Brexit?

Key skills

Ability to define key terms related to population. Accurately read a map. Understand key Geographical models such as DTM (Demographic Transition Model).

Key discussion question

Assess the impact of migration on the UK.

Polish migration to the UK brings many advantages. To what extent do you agree with this?

Rivers

Key knowledge

Hydrological Cycle and Drainage Basins. Erosion, Transportation and Depositional Processes in a River. Landforms (Upper, Middle, Lower).

Key understanding

How does the hydrological cycle and drainage basin link together? What are the key processes in a river and how do they shape the landscape? What landforms occur in the upper, middle and lower course and how do they form?

Key skills

Ability to define key terms related to population. Accurately read a map to identify key landforms throughout the different stages of the river.

Key discussion question

How does the shape and profile of a river change as you move from the source to the mouth?

Infiltration Enquiry

Key knowledge

Structure of an investigation in Geography. Applying skills from Rivers topic such as Hydrological cycle.

Key understanding

How does surface affect infiltration rates?

Key skills

Understand how to structure an enquiry e.g. Hypothesis, Introduction, Data Collection, Interpretation, Conclusion and Evaluation. Conduct primary research.

Key discussion question

How does the rate of infiltration rate dependent on the surface?

Year 8

Weather and Climate

Key knowledge

The difference between weather and climate. The different types of rainfall. The different factors that affect the climate of the UK. To know what an anticyclone is and the characteristics. To know what a tropical storm is, the location they occur and how they form. To know an example of a tropical storm and the impacts and responses. To know how to reduce the impact of a tropical storm.

Key understanding

What is the difference between weather and climate? What are the different types of rainfall? What are the different factors that effect climate in the UK? What is an anti-cyclone? What are the characteristics of an anti-cyclone? What is a hurricane and how does it form? What are the effects and responses of a named case study? How do we reduce the effects of hurricanes?

Key skills

How to describe, analyze and compare climate graphs. How to answer a 9-mark GCSE question. How to read a synoptic chart.

Key discussion question

Assess the extent to which prediction is the most important factor in reducing the effects of a tropical storm.

Structure of the Earth

Key knowledge

The definition of a hazard. Structure of the Earth. The four different types of plate boundaries. Location of plate boundaries. Structure of a volcano and named case study example. Extreme weather in the UK and named case study.

Key understanding

What is a hazard? What are the four layers of the Earth? What are the different types of plate boundary and how are they different? Where are plate margins located? What are the different types of volcano and how do they differ? What are the effects and responses to a volcanic eruption and how do they effect people and the environment? What are the effects and responses to extreme UK weather and how do they effect people and the environment?

Key skills

How to answer a 9-mark GCSE question. Locating volcanoes and Earthquakes using longitude and latitude (Revisiting and embedding skills from Year 7).

Key discussion question

Tectonic hazards have the greatest impact on the worlds poorest people. To what extent do you agree with this statement?

Fashion

Key knowledge

Definition of key words throughout the topic. Fashion production chain. Knowledge of working conditions in LICs and how they compare to HICs. Knowledge of fair trade – advantages and disadvantages.

Key understanding

What is fashion? What is Globalisation and why is it happening? How does the fashion production chain affect us? How do working conditions in LICs affect people and the environment? What is fair trade and how does it work? Are TNC's good or bad?

Key skills

How to answer a 9-mark GCSE question. Discussion of key ethical issues that arise in our current world.

Key discussion question

Globalisation brings mainly positive impacts to countries. To what extent do you agree with this statement?

Africa

Key knowledge

The location of Africa. Tackling misconceptions related to the continent. African climate and the variety of biomes. Knowledge of individual country.

Key understanding

Where is Africa? What are the common misconceptions? What is Africa's climate like and why? Understanding of a named example.

Key skills

Independent research. Use of PowerPoint and numeracy skills.

Key discussion question

How do the countries in Africa differ?

Year 9

Ecosystems

Key knowledge

Defining key words within the topic. How do changes in the environment effect the food chain and food webs? Knowledge of different global biomes and their characteristics.

Key understanding

What is an ecosystem? What are food chains and food webs? Where are biomes located and what are their characteristics? What are the changes in an ecosystem and what are the impacts?

Key skills

Understanding food chains and food webs. Locating key biomes using a map.

Key discussion question

N/A

Tropical Rainforests

Key knowledge

Location of TR. Layers of the Rainforest. Animal and Plant adaptations. The nutrient cycle and leaching. Reasons for deforestation. Biodiversity. Sustainable management of Rainforests.

Key understanding

Where are TR located? What is the structure of a TR? How do animals and plants adapt to their surroundings? Why do people cut down the TR? Why is biodiversity so high in the TR? How can we sustainably manage the TR?

Key skills

Map skills. Analysis of climate graphs. Photo analysis. Discussion skills.

Key discussion question

To what extent can the TR be used sustainably?

Deserts

Key knowledge

Location of deserts. Desert climate. Animal and Plant adaptations. Challenges and opportunities in the desert. Desertification. Biodiversity issues.

Key understanding

Where are Deserts located? How do animals and plants adapt to their surroundings? What are the challenges faced in a desert? What are the opportunities in the desert? What are the causes of desertification? How can desertification be reduced? Biodiversity issues.

Key skills

Map skills. Analysis of climate graphs. Photo analysis. Discussion skills.

Key discussion question

To what extent does the Thar desert provide economic opportunities for people?

Natural Hazards

Key knowledge

The definition of a hazard. Structure of the Earth. The four different types of plate boundaries. Location of plate boundaries. Earthquakes effects and responses and named case study example. Risk management. Global atmospheric circulation model. Tropical storms – location, formation, structure and frequency. Named case study example – effects and responses. PPPM. Extreme weather in the UK and named case study with effects and responses. Climatic evidence of UK's climate change over time. Causes of climate change. Effects of climate change. Mitigation and adaptation of climate change.

Key understanding

What is a hazard? What are the four layers of the Earth? What are the different types of plate boundary and how are they different? Where are plate margins located? What are the effects and responses to an earthquake and how do they effect people and the environment? Why do people live in dangerous places? How does weather vary across the globe? Where are tropical storms located and how do they form? What is the structure of a Tropical storm and how frequent are they? What are the effects and responses to a named example? How do protection, prediction, planning and management reduce the impacts of a tropical storm? Is the UK's weather becoming more extreme? What were the effects of extreme weather in the UK and what were the responses? What evidence is there for climate change and how accurate is it? What are the natural and human causes of climate change? What are the impacts of climate change on the UK and the world? How can we reduce the impact of climate change?

Key skills

Exam practice. Climate graphs. Map skills. Line graphs/Bar charts.

Key discussion question

Why do people live near hazards?

Tectonic hazards have the greatest impact on the world's poorest people. To what extent do you agree with this statement?

To what extent can you protect against a Tropical Storm?

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