

## Key Stage Three Geography Curriculum Outline

### Year 7 Curriculum

Geography at KS3 is intended to create a progressive set of skills and knowledge that is built upon in subsequent years. The intention is to ensure that at the end of year 9, even if pupils take Geography no further, they have a set of transferable skills and knowledge for future life and continued learning.

The units taught have overlapping themes to allow the consolidation of knowledge and understanding. Where relevant issues of citizenship (SMSC) and British Values are highlighted and explored.

Assessments graduate to a more evaluative format by year 9 to allow pupils to demonstrate a deeper understanding. It is hoped that the skills and knowledge gained are transferred and further developed further up the school.

Grades will be awarded by numerical grade boundaries on formal assessments a minimum of three times per year.

<b>Timeline</b>	<b>Content and assessments</b>	<b>Skills/ Keywords</b>
<u>Term 1</u>	<p><u>Map Skills</u> This unit gives students a basic grounding in Ordnance Survey map skills - compass points, map symbols, 4 &amp; 6 Figure Grid References, scale, distance, height (contours, spot heights, layer shading). There is an opportunity for outdoor learning with a session doing sketch maps in Alexandra Park.</p> <p>This unit links well to Yr 10/11 where OS map skills are tested in formal exams.</p> <p><b>Assessment:</b> Exam Style multiple choice, short and long answers</p>	<ul style="list-style-type: none"><li>● Cartographic and map skills,</li><li>● local area knowledge.</li><li>● Use of scale (numeracy),</li><li>● Grid reference and map symbols.</li><li>● Compass Points</li></ul>
<u>Term 2</u>	<p><u>GIS Extended Learning Project</u> GIS stands for Geographical Information Systems. This is a group project developing skills from the previous unit. Students must</p>	<ul style="list-style-type: none"><li>● Cartographic and map skills</li><li>● Fieldwork around the school site</li><li>● Group work</li></ul>

	<p>carry out a piece of fieldwork on the school site to then create a layered GIS map of the school that could be useful to the senior leadership team. It is then presented to the rest of the class and must be self evaluated as well as peer marked.</p> <p><b>Assessment:</b> Verbal Presentation in groups</p>	<ul style="list-style-type: none"> <li>● Reflection on learning</li> </ul>
Term 3	<p><u>Tectonics</u> Study of earth structure, plate boundaries, tectonic processes and hazards and why people live in at risk areas (Iceland). There is then a key study of tectonic events from contrasting parts of the world .</p> <p>There are good links to the Yr 10 hazards unit as well as the Yr 9 study of the Sichuan earthquake in China.</p> <p><b>Assessment:</b> Exam Style multiple choice, short and long answer</p>	<ul style="list-style-type: none"> <li>● Develops pupils empathy and mutual respect for other communities/nations e.g Haiti Earthquake (cultural).</li> <li>● writing with embedded evidence</li> <li>● Assess issues and develop an understanding on how to structure answers accordingly</li> <li>● Crust, mantle, inner/outer core, subduction, convection currents, destructive, constructive, transform plate boundaries, pyroclastic flows, lava, magma.</li> </ul>
Term 4	<p><u>Our Place in the World</u> Creating base knowledge of UK Geography - towns an cities, seas, rivers, mountains, counties. There is an focus on UK heritage and diversity (cultural). The unit then expands to Europe, Africa and the World looking at capital cities and countries of the world.</p> <p><b>Assessment:</b> Exam Style multiple choice, short and long answer</p>	<ul style="list-style-type: none"> <li>● Place knowledge - capitals, countries, rivers, mountains</li> <li>● UK, Europe, Middle East, Africa, World</li> <li>● Interpreting foreign currency to look for cultural clues about a place</li> </ul>
Term 5	<p><u>Energy Issues</u> This unit helps students to understand the UK's Energy mix and changing energy demands. The unit then moves on to look at environmental sustainability, renewable and non renewable energy sources (as well as less conventional sources such as fracking) and</p>	<ul style="list-style-type: none"> <li>● Renewable and non renewable energy</li> <li>● Climate change</li> <li>● Understanding of UK energy mix and changing energy demands</li> <li>● Environmental issues</li> </ul>

	nuclear energy. The unit ends by considering climate change. <b>Assessment:</b> Exam Style multiple choice, short and long answer	<ul style="list-style-type: none"> <li>● Sustainability and moral responsibility</li> <li>● Assess/Evaluate GCSE exam style Qs</li> <li>● Fracking and nuclear energy</li> </ul>
Term 6	<u>Ice Age</u> A study of glacial processes and landforms and how this creates opportunities and challenges for tourism in the UK. <b>Assessment:</b> Exam Style multiple choice, short and long answer	<ul style="list-style-type: none"> <li>● Uk Climatic history over time</li> <li>● Glacial Processes</li> <li>● Landforms</li> <li>● Legacy of glaciation - tourism in the UK</li> <li>● Climate change in 2020</li> <li>● Corrie, arete, plucking, ribbon lake</li> </ul>
<p><b>How to support your son:</b>  <i>Ensure pupils have the correct equipment: Pens, Pencils, Ruler</i>  <i>Encourage your son to watch the news/follow a news app looking for geographical stories</i>  <i>Visit the faculty website for homework tasks and keywords lists.</i>  <i>Keep an eye on Show My Homework and ensure work is done to a good standard.</i></p>		

## Year 8 Curriculum

Geography at KS3 is intended to create a progressive set of skills and knowledge that is built upon in subsequent years. The intention is to ensure that at the end of year 9, even if pupils take Geography no further, they have a set of transferrable skills and knowledge for future life and continued learning.

The units taught have overlapping themes to allow the consolidation of knowledge and understanding. Where relevant issues of citizenship (SMSC) and British Values are highlighted and explored.

Assessments graduate to a more evaluative format by year 9 to allow pupils to demonstrate a deeper understanding. It is hoped that the skills and knowledge gained are transferred and further developed further up the school.

Timeline	Content and assessments	Skills/ Keywords
Term 1	<p><b><u>Development</u></b>            This unit explores why some countries are more economically developed than others (The Development Gap). It then explores what life is like in a LIC with a place study of Ghana. Students then explore a range of development options that can be used to help countries move up the development continuum. This leads naturally in to the decision making exercise assessment.</p> <p>There are good links to the Yr 10 changing economic world unit, A'Level Development studies and to Yr 7 and 11 Energy issues with energy used around the world and distribution of resources. The unit also helps to continue to develop a broad understanding of the world. (Recall)</p> <p><b>Assessment:</b> Decision making exercise based on the development project options learnt about throughout the unit.</p>	<ul style="list-style-type: none"> <li>● LIC, NEE, HIC</li> <li>● Chain of dependency</li> <li>● Sustainability</li> <li>● Development Gap</li> <li>● Interpreting graphical data (numeracy. Comparative writing and developing meaningful answers (literacy).</li> <li>● Understanding of different cultures / backgrounds</li> <li>● UK's influence across the world (cultural links).</li> <li>● Assessing issues and learning how to structure answers accordingly.</li> <li>● Student developing a broad understanding of the world</li> </ul>
Term 2	<p><b><u>Extreme Weather</u></b>            This unit begins by looking at the factors that affect climates around the world and then zooms in to explain UK weather in detail. There</p>	<ul style="list-style-type: none"> <li>● Latitude, altitude, air mass, evaporation, condensation, relief rain, convectional rain, depression, anticyclone, air</li> </ul>

	<p>is a skills focus looking at weather symbols and synoptic charts before moving on to look at extreme weather events - hurricanes and tornados.</p> <p>The unit has good links to 7 'Our place in the world' and to the Yr 10 Hazards unit.</p> <p><b>Assessment:</b> Exam Style multiple choice, short and long questions</p>	<p>pressure, weather front.</p> <ul style="list-style-type: none"> <li>● Graphical interpretation – weather maps and symbols (including range /mean – numeracy skills)</li> <li>● Impacts of extreme weathers</li> <li>● Assessing and explaining weather impacts (literacy skills)</li> <li>● Atmospheric hazards</li> <li>● Tornados and Hurricanes</li> <li>● Climatic Characteristics</li> <li>● The water cycle</li> </ul>
Term 3	<p><b><u>Globalisation</u></b> This unit looks at what globalisation is, the role that developments in technology and transport have played in 'shrinking the world' and how this creates winners and losers at home and abroad. It also questions the 'evenness' of globalisation exploring the concept of 'switched on' and 'switched off' countries.</p> <p>There are good links to Yr 7 and 10 tectonics with the need for aid following natural disasters as well as links to the changing economic world and urban issues and challenges units in Yr 10/11, the India and China units in Yr 9 and a lot of the A'Level course.</p> <p><b>Assessment:</b> Exam Style multiple choice, short and long questions</p>	<ul style="list-style-type: none"> <li>● Time space compression, containerisation, outsourcing</li> <li>● Creating graphs</li> <li>● Evaluative writing and supports arguments with evidence</li> <li>● Some opportunities for development of cartographic skills</li> <li>● Understanding other cultures</li> <li>● Debating skills</li> <li>● Online safety PSHE crossover</li> </ul>
<u>Term 4</u>	<p><b><u>Coasts</u></b> This unit gives students a basic grounding in the factors that affect coastal change: geology, wave types, coastal processes. It looks at how these processes act to create a range of erosive and depositional landforms and then moves on to look at coastal management issues.</p>	<ul style="list-style-type: none"> <li>● Diagram annotation</li> <li>● Map Skills</li> <li>● Interpreting aerial photography</li> <li>● Outdoor learning/fieldwork</li> <li>● Dynamic Landscapes</li> <li>● Tidal Energy/Wave Power</li> </ul>

	<p>The unit has opportunities for outdoor learning, e.g. Durdle Door fieldwork.</p> <p>There are good links to the Yr 11 coasts unit and good skills prep with 'assess issues' and learning how to structure answers accordingly.</p> <p><b>Assessment:</b> Exam Style multiple choice, short and long questions</p>	
Term 5	<p><b><u>Conflict</u></b>  This unit looks at how Geography can lead to conflict. It begins by looking at how rising world populations puts pressure on resources. It then looks at how global resource distribution is uneven and therefore requires trade in precious commodities which has the potential for conflict. There are place studies such as conflict over rare earth minerals and diamonds in central Africa.</p> <p>There are good links to the development unit (factors affecting development) as well as Yr 9 China - China's dependence on rare earth minerals and to the resource management unit in Yr 11. This unit also supports A' level - Globalisation, Superpowers, Health Human Rights and Intervention and Carbon Cycle. (A- Level).</p> <p><b>Assessment:</b> Exam Style multiple choice, short and long questions</p>	<ul style="list-style-type: none"> <li>● Atlas skills</li> <li>● Population/future</li> <li>● Understanding other cultures</li> <li>● Responsible consumerism</li> <li>● Migration</li> <li>● Factors influencing development</li> <li>● Assess issues and learning how to structure answers accordingly</li> <li>● Resource curse</li> </ul>
Term 6	<p><b><u>Rivers and Flood Risk</u></b>  This unit offers a grounding in the human and physical causes of flooding and how this affects place. It does this with a local place study of Bath's flood defence scheme.</p> <p><b>Assessment:</b> Decision Making Exercise about the best way to manage Bath's future flood defences.</p>	<ul style="list-style-type: none"> <li>● Surface run off, throughflow, interception, infiltration, channel capacity, lag time</li> <li>● Local place knowledge</li> <li>● Cost/benefit analysis</li> <li>● Decision making skills/assessing issues</li> <li>● Advocating for different stakeholders</li> </ul>

**How to support your son:**

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## Year 9 Curriculum

Geography at KS3 is intended to create a progressive set of skills and knowledge that is built upon in subsequent years. The intention is to ensure that at the end of year 9, even if pupils take Geography no further, they have a set of transferrable skills and knowledge for future life and continued learning.

**From January onwards, students will begin the AQA GCSE Geography course. This to cope with the increase in content from the old specification and to allow time to prepare for increase fieldwork pressures and the pre-release decision making paper. It will also allow for increase knowledge recall and allow more time for exam prep in the run up to GCSE exams..**

Assessments graduate to a more evaluative format by year 9 to allow pupils to demonstrate a deeper understanding. It is hoped that the skills and knowledge gained are transferred and further developed further up the school.

Grades will be awarded by numerical grade boundaries on formal assessments a minimum of three times per year

Timeline	Content and assessments	Skills/ Keywords
Term 1	<p><b><u>Changing China</u></b>            This unit explores the changing economy of China, the opportunities and challenges it faces as an emerging superpower and the impact this has had on our globalised world. It starts by questioning students preconceptions about China and working on their basic place knowledge and physical Geography of the country. It then moves on to explore the 'economic miracle' of China and associated environmental challenges this has brought. The theme of challenges continues with a study of the One Child Policy, the Three Gorges Dam, the Sichuan earthquake and conflict in the South China Sea.</p> <p>This unit links well to Yr 7 energy issues, Yr 8 development and globalisation as well as the GCSE and A'Level course.  <b>Assessment:</b> Decision making exercise based on the Three Gorges Dam</p>	<ul style="list-style-type: none"> <li>● Outsourcing, special economic zone (SEZ), globalisation, NEE, Foreign Direct Investment (FDI), TNCs</li> <li>● Cartographic Skills</li> <li>● Using Development Indicators to demonstrate differences with a country</li> <li>● Managing disasters</li> <li>● Decision making</li> <li>● Environmental impact of economic development</li> <li>● Kuznets curve</li> <li>● South China Sea - Resources</li> <li>● Stereotyping of other cultures /mutual respect</li> </ul>

<p>Term 2</p>	<p><b><u>Emerging India</u></b>  This unit explores the changing economy of India, the opportunities and challenges it faces as an emerging superpower and the impact this has had on our globalised world. It makes for an interesting contrasting study to China as the government types and path to development differ. It starts by questioning students preconceptions about India and working on their basic place knowledge and physical Geography of the country. It then moves on to explore India's economic growth based on outsourcing and IT. There is then a study of the opportunities and challenges India faces (such as the monsoon) with students assessing the likelihood of India becoming a global superpower.</p> <p>This unit links well to the Yr 8 development, weather and globalisation units as well as the GCSE and A'Level course.</p> <p><b>Assessment:</b> A 9 mark GCSE style 'assess' question</p>	<ul style="list-style-type: none"> <li>● Outsourcing, caste system, monsoon, globalisation, NEE, Foreign Direct Investment (FDI), TNCs, rural to urban migration</li> <li>● Cartographic Skills</li> <li>● Using Development Indicators to demonstrate differences with a country</li> <li>● Decision making</li> <li>● Environmental impact of economic development</li> <li>● Kuznets curve</li> </ul>
<p>Term 3</p>	<p><b><u>Ecosystems and Rainforests - AQA GCSE Course Begins</u></b></p> <p>This is the first unit from the GCSE course. It starts by establishing the basic components of an ecosystem before the completion of a case study of an named UK ecosystem - Beechen Cliff Woods. This creates the opportunity for a one hour field visit to BCS woods during lesson time. We then move in to look at global atmospheric circulation and the role this has in creating global climatic zones and 'biomes'. Students will explore the varied flora and fauna in contrasting biomes around the world.</p> <p>The focus then shifts to an in depth study of the functioning of the rainforest ecosystem looking at the layers and plants and animal adaptations present.</p>	<ul style="list-style-type: none"> <li>● Producers, consumers, decomposers, nutrient cycle, ecosystem, biotic and abiotic, biome</li> <li>● Shrub layer, under canopy, canopy, emergents</li> <li>● Buttress roots, lianas, epiphytes, drip tips</li> <li>● Place knowledge</li> <li>● Fieldwork skills</li> <li>● Concept of interdependency</li> </ul>

	<b>Assessment:</b> Exam Style multiple choice, short and long questions	
Term 4	<p><b><u>Rainforests Continued - The Amazon Rainforest</u></b></p> <p>Now students have a basic grounding in the way rainforest ecosystems operate, the focus shifts to an in depth study of the opportunities and challenges deforestation in the Amazon brings. Students will look at how the rates of deforestation vary around the world and the varying reasons why the Amazon is under threat (cattle ranching, logging, hydro-electric power, mining, settlement, road building etc). Focus then shifts to the impacts that this deforestation has on people and the environment including a focus on the indigenous people of the Amazon (the Kayapo). The unit ends by looking at why there is value in the Amazon and then how it can be managed in a more sustainable way.</p> <p>This unit has good links to Yr 8 globalisation as well as Yr 7, 8 and 10 links to climate change. Students will also spend time empathising with the local people of Brazil and why deforestation happens in the first place.</p> <p><b><u>Assessment:</u></b> Exam Style multiple choice, short and long questions culminating in a decision Making Exercise about the best way to manage the Amazon</p>	<ul style="list-style-type: none"> <li>● Deforestation, NEE, Globalisation, Hydro-electric power, soil erosion, ecotourism, selective logging, climate change</li> <li>● Place knowledge</li> <li>● Sustainability and moral responsibility</li> <li>● Assess/Evaluate GCSE exam style Qs</li> <li>● Interpreting graphical data (numeracy). Comparative writing and developing meaningful answers (literacy).</li> <li>● Understanding of different cultures / backgrounds</li> <li>● Graph drawing and interpretation</li> </ul>
Term 5&6	<p><b><u>Cold Environments</u></b></p> <p>This unit follows the same pattern as the rainforests unit. It begins by looking at the characteristics of cold environments and why their climate, soil, vegetation and wildlife is the way it is. Students will consider what life is like for the people that live in cold environments before exploring animal and plant adaptations - a</p>	<ul style="list-style-type: none"> <li>● Tundra, permafrost, solifluction, climate change, fragile environment</li> <li>● Place knowledge</li> <li>● Sustainability and moral responsibility</li> <li>● Assess/Evaluate GCSE exam style Qs</li> </ul>

familiar theme from the rainforest unit. There is then an in depth study of the opportunities and challenges that development brings to Alaska - a case study of a cold environment. Examples include salmon fishing, mining, tourism and oil extraction. The unit ends by looking at why there is value in cold environments such as Alaska and then how it can be managed in a more sustainable way.

- Interpreting graphical data (numeracy. Comparative writing and developing meaningful answers (literacy).
- Understanding of different cultures / backgrounds
- Graph drawing and interpretation

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