KS3 Curriculum: Geography

Department Vision

To deliver a world class geography education that inspires students' curiosity and fascination. Developing a knowledge and understanding of the world and its people that will remain with them for the rest of their lives.

Intent

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
- to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS);
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills, and writing at length.

Sequence of Learning

The first topic 'geographical skills' aims to consolidate or bridge any gaps from KS 1-2. There is a considered rationale for the distribution of all other topics. Either building on existing knowledge, developing new knowledge or revisiting similar topics with sufficient spacing to allow for retrieval.

Building Citizens of the World

The geography curriculum meets all Geography National Curriculum criteria. It also achieves several SMSC and PHSE standards. For example, cultural diversity at a range of scales including global and local. World citizenship through the study of globalisation, and the impact of humans on the environment through the study of ecosystems and climate change. The concept of sustainability is also addressed through a range of topics.

Implementation:

When studying geography at Q3 Academy Great Barr, students will consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts (such as models and theories) and geographical skills in analysing and interpreting different data sources. In this way students will continue to enrich their locational knowledge and spatial and environmental understanding.

Subject specific content from national curriculum	Inclusion
This is identified in our specific SfL we cover all aspects of the National Curriculum over the 9 units. The aspects covered are; space, place, scale, interdependence, human and physical processes, environmental impacts, sustainable development, cultural awareness and cultural diversity.	Our curriculum covers a vast range of countries and we discuss cultural diversity and promote cultural awareness through our teaching. We address misconceptions that students have and build upon any cultural currency they already have. Students are encouraged to share their experiences and knowledge and question sources, images and concepts we discuss. By doing this we enrich and enhance the knowledge that some of our students already have and develop and build images and cultural currency for those who have a much weaker starting point.

The Curriculum
KS3 Curriculum Overview

Year 7		
Wonderful World: • Benchmark test • Geographical Skills • Introduction to GIS	Water World: • Rivers • Coasts • Glaciation	Sustainable World: • Renewable and non-renewable energy and its value • Natural Resources (Zambia Case study) • Economic Activity: primary, secondary, tertiary • Fieldwork (Lichfield)

Year 8		
Contrasting World: • Africa, Middle East and Russia • Zambia • Kenya • Ghana • Oil reserves linked to natural resources • Conflict	Natural World: • Ecosystems • Polar: Russia/Siberia • Hot • Rainforests	Unequal World • Development • Globalisation • Population • Asia: China/India

Year 9		
Hazardous World: • Plate tectonics • Tectonic hazards	Concrete World: • Urbanisation • Brazil • India	Changing World: • Weather and Climate • Climate Change

Developing Prior Knowledge and Laying Foundations

KS1	KS2	KS3
Locational knowledge • Name and locate the world's 7 continents and 5 oceans; • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. **Place knowledge** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. **Human and physical geography**	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;	**Locational knowledge** • Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. **Place knowledge** • Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia.

• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • **Geographical skills and fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map; • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key	• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Place knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. • **Human and physical geography** • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. **Geographical skills and fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;	**Human and physical geography** • Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts. Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources; • understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems. **Geographical skills and fieldwork** • Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the Learning Room and in the field; • interpret Ordnance Survey maps in the Learning Room and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs;

human and physical features of its surrounding environment.	• use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	• use Geographical Information Systems (GIS) to view, analyse, and interpret places and data; • use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

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- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
- to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS);
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills, and writing at length.

Sequence of Learning

We follow the AQA specification and start with the "living world" unit. This builds in knowledge from their year 8 KS3 unit of natural world. We then continue to work on the physical geography area of the "physical world" again building on KS3 knowledge from year 7 and we do this next as it is the focus for the fieldwork section. From there we move onto human geography units and we are either building on existing knowledge, developing new knowledge or revisiting similar topics with sufficient spacing to allow for retrieval.

Building Citizens of the World

The AQA specification provides lots of opportunities to address SMSC and PHSE standards. For example, cultural diversity at a range of scales including global and local. World citizenship through the study of urbanisation, climate change, and the impact of humans on the environment through the study of ecosystems and climate change. The concept of sustainability is also addressed through a range of topics.

Implementation:

When studying geography at Q3 Academy Great Barr, students will follow the AQA specification which allows them to consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and

concepts (such as models and theories) and geographical skills in analysing and interpreting different data sources. In this way students will continue to enrich their locational knowledge and spatial and environmental understanding.	
Subject specific content from national curriculum	Inclusion
This is identified in our specific SfL, most case study examples are linked to suggested options from the AQA specification.	Our curriculum covers a vast range of countries and we discuss cultural diversity and promote cultural awareness through our teaching. We address misconceptions that students have and build upon any cultural currency they already have. Students are encouraged to share their experiences and knowledge and question sources, images and concepts we discuss. By doing this we enrich and enhance the knowledge that some of our students already have and develop and build images and cultural currency for those who have a much weaker starting point.

KS4

Curriculum Overview

Year 10		
Living world (ecosystems) - Focus biomes include the desert and the tropical rainforest **Links to KS3** This builds on the natural world unit studied in year 8.	**Physical landscapes** - Rivers - Coasts - This also covers the physical fieldwork study which will be done in either the summer term or Sept of year 11 **Links to KS3** This builds on the water world unit studied in year 7.	**Urban issues** - Urbanisation - Urban patterns and trends over time. **Links to KS3** This builds on the concrete world unit studied in year 9.

Year 11		
Natural hazards - Tectonic hazards - Climatic hazards **Links to KS3** This builds on the hazardous world unit studied in year 9.	**Economic world** - Economic disparity - Links to development issues **Links to KS3** This builds on the unequal world unit studied in year 8.	**Resource management** - How we manage our resources - Future predictions **Links to KS3** This builds on the sustainable world unit studied in year 7 and changing world in year 9.