

# KS3 Curriculum Overview

# Geography

## Curriculum Intent

- Be able to express their opinions as global citizens through their written work as well as through discussion, learning from others whilst making their own decisions.
- Be engaged, curious and well-informed about their world (natural and human).
- Be confident in debating and discussing key geo-political issues around the world, current and future.
- Be able to reflect on and begin to take responsibility for their own global impact.
- Be aware of global diversity, inequality and injustices.
- Be able to sensitively and respectfully consider the lives of those less fortunate than themselves and actively challenge prejudice.

## How does the KS3 curriculum build on that from KS2?

The first unit of Year 7 ascertains to what extent students have been taught from the Geography NC at KS2. Generally we find that Geography is not taught as a separate entity in primary schools and a greater focus is on History. In many cases, students have a somewhat stereotypical view of 'place' through Humanities projects as opposed to through a Geographical lens. We also find that basic geographical skills are lacking (i.e. map skills and place knowledge – basic requirements of KS2 NC). We therefore spend the first term filling in these gaps and extending students' understanding of place through map skills and place on a global scale.

## What do students *do* with this knowledge or these skills?

- Problem solving through both practical and immersive simulations and real life mapped scenarios.
- Apply knowledge and understanding to identify and justify the use of chosen management solutions to solve issues.
- Apply to real world contexts and evaluate outcomes.

## How does the KS3 curriculum align to the National Curriculum?

- Students actively engage in GCSE level work from Year 7 by using GCSE terminology and learning GCSE skills from the outset.
- Incremental development of knowledge and conceptual understanding builds within and across each year at KS3.
- All lessons are fully resourced and pitched at potential 7 students. Work is then differentiated by class teachers. The expectation is that all students are taught up to grade 7 (minimum) within lessons irrespective of potential.
- Challenge is also evident in homework through challenge choice, inbuilt extension activities and reading lists.

## What new knowledge or skills are students taught?

Term	Year 7	Year 8	Year 9
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Exploring Geography (Map Skills)</li> <li>• Amazing Places (Geographical Skills and Concepts)</li> </ul>	<ul style="list-style-type: none"> <li>• Plate Tectonics</li> <li>• Earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>• Coastal Erosion</li> <li>• Coastal Deposition</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Rivers</li> <li>• Flooding</li> </ul>	<ul style="list-style-type: none"> <li>• Tropical Rainforests</li> <li>• Deforestation</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Change</li> <li>• Development</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Exploring Geography Part 2</li> </ul>	<ul style="list-style-type: none"> <li>• Megacities</li> <li>• Africa Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Management</li> <li>• Geographical Skills</li> </ul>
<b>Rationale for this sequencing</b>	<ul style="list-style-type: none"> <li>• To obtain an understanding of our Year 7's place knowledge.</li> <li>• To identify and "fill in" the gaps that Year 7's arrive with, including identifying and addressing misconceptions.</li> <li>• To introduce complex geographical terminology and basic processes in a specific environment (rivers).</li> <li>• To provide a mix of human, physical and environmental geography.</li> <li>• To begin to explore the complex interrelationships between humans and the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce geology and small-scale geographical ideas.</li> <li>• To address current topical issues (deforestation) and encourage personal reflection and debate.</li> <li>• To study a mix of human, physical and environmental geography.</li> <li>• To reflect on human impact on the natural world, develop opinions and suggest alternatives.</li> <li>• To address misconceptions and stereotypes (Africa).</li> </ul>	<ul style="list-style-type: none"> <li>• To build on Year 7 process knowledge by applying to a more complex system (coasts).</li> <li>• To provide a mix of human, physical and environmental geography.</li> <li>• To explore international geopolitics and global economics.</li> <li>• To address current topical issues and encourage personal reflection and debate.</li> <li>• To develop geographical fieldwork skills and use of modern GIS technology.</li> </ul>