

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
Autumn	<ul style="list-style-type: none"> • Our Place in the World • Going to Extremes 	<ul style="list-style-type: none"> • Plate Tectonics • Earthquakes 	<ul style="list-style-type: none"> • Divided World
Spring	<ul style="list-style-type: none"> • The Almighty Dollar • Sustainable Living 	<ul style="list-style-type: none"> • Tropical Rainforests • Deforestation 	<ul style="list-style-type: none"> • Climate Change • Food For Thought
Summer	<ul style="list-style-type: none"> • Rivers • River Flooding 	<ul style="list-style-type: none"> • Coastal Erosion • Coastal Deposition and DME 	<ul style="list-style-type: none"> • Moving Stories • Our Planet, Our Future
Rationale for this sequencing	<ul style="list-style-type: none"> • To obtain an understanding of our Year 7's place knowledge. • To identify and "fill in" the gaps that Year 7's arrive with, including identifying and addressing misconceptions. • To introduce complex geographical terminology and basic processes in a specific environment (rivers). • To provide a mix of human, physical and environmental geography. • To begin to explore the complex interrelationships between humans and the natural environment. 	<ul style="list-style-type: none"> • To introduce geology and small-scale geographical ideas. • To address current topical issues (deforestation) and encourage personal reflection and debate. • To study a mix of human, physical and environmental geography. • To reflect on human impact on the natural world, develop opinions and suggest alternatives. • To relate geographical concepts to the local area and address local issues (coasts). 	<ul style="list-style-type: none"> • To build on Year 7 process knowledge by applying to a more complex system (global politics – Divided World). • To provide a mix of human, physical and environmental geography. • To explore international geopolitics and global economics. • To address current topical issues and encourage personal reflection and debate. • To develop geographical fieldwork skills and use of modern GIS technology.

Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none">• Earth Shattering Events – Sophie Williams• Prisoners of Geography: Our World Explained in 12 Simple Maps• On the Map – Simon Garfield
<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none">• BBC Bitesize• Internet Geography
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<ul style="list-style-type: none">• CGP Revision Guide