

Key Stage 3 Geography Curriculum

	Year 7 (3 periods) <i>Locational knowledge & Sustainability</i>	Year 8 (3 periods) <i>The Dynamic World</i>	Year 9 (4 periods) <i>Our Shrinking World—Globalisation</i>
1	Map skills and our local area (including a sustainability study) “What is my place in the world?”	Rivers and Flooding (including fieldwork) “Why will the floods never stop?”	Tectonics “What impact does a restless earth have?”
2			
3	World Ecosystems “Why are our ecosystems under threat?”	Population Change “Why will global population reach 9 billion by 2100?”	Development and Africa “What factors affect the development of Africa?”
4			
5	India “How sustainable is India?”	Tectonics “What impact does a restless earth have?”	Global Issues in Lancaster “Are the issues in Lancaster the same as around the world?”
6	Tourism (including fieldwork) “To what extent can tourism be sustainable?”		Coasts “How and why are our coastlines changing?”

Key Stage 3 Geography Curriculum: Extended Learning

	Year 7 (3 periods) <i>Locational knowledge and Sustainability</i>	Year 8 (3 periods) <i>The Dynamic World</i>	Year 9 (4 periods) <i>Globalisation</i>
1	Map skills and our local area	Rivers and Flooding	Tectonics
2	Students will complete fieldwork within the school grounds as part of this unit. Students will gain fieldwork experience within their lesson time.	Students will complete fieldwork within the school grounds as part of this unit. Students will gain fieldwork experience within their lesson time.	Students will look at all of the different roles and careers linked to the management of natural hazards, from scientists, architects, construction industry and the emergency services.
3	World Ecosystems	Population Change	Development and Africa
4	Students will consider their own impact on ecosystems, linking to careers in conservation and environmental education. Students also go on an extended learning day out of school linked to conservation to locations such as, River Lune aqueduct (pond dipping) and Williamson Park butterfly house.	Students will consider why people migrate in order to find employment opportunities. This is linked within the lesson to students and how they may need to move in order to pursue their career.	Links to 6th form trip to Uganda
L	India <i>NEW SOW (in process of writing)</i>	Tectonics	Global Issues in Lancaster The unit ends with a look at a local planning issue and impacts on South Lancaster —careers in this are considered
6	Tourism (including fieldwork) <i>NEW SOW (in process of writing)</i>	Students will look at all of the different roles and careers linked to the management of natural hazards, from scientists, architects, construction industry and the emergency services.	Coasts This unit looks at whether a Tidal barrage should be built across Morecambe Bay —careers in this are considered. Possible field trip to Morecambe to look at coastal management

Key Stage 3 Geography Curriculum: Assessment

	Year 7 (3 periods) <i>Locational knowledge and Sustainability</i>	Year 8 (3 periods) <i>The Dynamic World</i>	Year 9 (4 periods) <i>Our Shrinking World—Globalisation</i>
1	Map skills and our local area - Baseline assessment of Geographical skills. - Written description of human and physical Geography of the local area.	Rivers and Flooding -Water cycle and types of rainfall knowledge test. - Infiltration project and fieldwork	Tectonics -Plate boundaries knowledge test. - Comparing volcanic eruptions in LIC/HIC
2	- End of unit map skills assessment. - My local area GIS project. - OLCC sustainability fieldwork project.	- Case study answer of flooding - Knowledge test for end of unit assessment	- Comparing earthquakes in LIC/HIC - Knowledge test for end of unit assessment
3	World Ecosystems - Ecosystems key vocabulary assessment. - Extended writing assessment—Rainforest plant adaptations.	Population Change -Comparing relief and density of the UK. - Knowledge test of DTM.	Development and Africa Describing the human and physical features of Africa
4	- Decision making extended writing assessment—management of the Rainforest. - Knowledge test for end of unit assessment.	- Should Donald Trump build the wall?	-6 mark GCSE style question :managing water - 8 mark GCSE question: Ebola - 8 mark GCSE question on improving a shanty town
5	India NEW SOW (in process of writing)	Tectonics -Plate boundaries knowledge test. - Comparing volcanic eruptions in LIC/HIC	Global Issues in Lancaster - Evaluation of Traffic survey fieldwork -Housing development in Lancaster.
6	Tourism (including fieldwork) NEW SOW (in process of writing)	- Comparing earthquakes in LIC/HIC - Knowledge test for end of unit assessment	Coasts Key words Test—erosion and weathering Consolidation of knowledge Test after lesson 4 How far do you agree that everywhere by the coast should be protected by coastal management techniques—8 mark GCSE question

Key Stage 3 Geography Curriculum: Skills

<p>Year 7 (3 periods)</p> <p><i>Locational knowledge & Sustainability</i></p>	<p>Year 8 (3 periods)</p> <p><i>The Dynamic World</i></p>	<p>Year 9 (4 periods)</p> <p><i>Our Shrinking World—Globalisation</i></p>
<p>Map skills and our local area</p> <p>World Ecosystems</p> <p>India</p> <p>Tourism</p>	<p>Rivers and Flooding</p> <p>Population Change</p> <p>Tectonics</p>	<p>Tectonics</p> <p>Development and Africa</p> <p>Global Issues in Lancaster</p> <p>Coasts</p>
<p>The main focus of year 7 will be developing the students awareness of locations at different scales, from global to local. This will include the learning of map skills, as well as physical geographical features of India and the worlds main ecosystems. Cartographical techniques will also be taught such as choropleth maps, climate graphs etc.</p> <p>Additionally, the knowledge that will be taught alongside the locational skills is developing an understanding of sustainability. This will be considered at a local and also global scale.</p> <p>Students will develop an understanding of the process of undertaking fieldwork.</p> <p>Students will learn about different global biomes, their characteristics, plant and animal adaptations and threats to these different areas. They will develop their knowledge of key Geographical vocabulary, and begin to develop their knowledge and use of command words such as describe, and explain. Students will use case studies to further develop their understanding of new locations. They will also have to be able to justify their own opinions through a decision making exercise on how to sustainably manage the Amazon Rainforest.</p>	<p>The main focus of this year will be the geographical skill of connecting both human and physical geography. Students will develop the understanding of key geographical processes and evaluate how these impact on the population but also how they can be managed. Case studies will be used and the skill of applying case studies to different questions.</p> <p>Students will build upon year 7, where they will undertake fieldwork and be expected to present data using a variety of graphical techniques.</p> <p>Decision making will be introduced, a skill required at GCSE. Students will be taught to give both sides of the argument before justifying their own opinion.</p>	<p>Synopticity between different geographical knowledge and skills will be the focus of year 9. Students will be developing the skills of considering different aspect of Geography to reach an overall conclusion. The concept of a shrinking/ borderless world is a challenging concept, building upon the skills and knowledge taught in year 8/9.</p> <p>Students will continue to develop skills of decision making, cartographical skills and also map skills. However, they will need to select and evaluate the use if these rather than just be able to draw or interpret them.</p> <p>Exam technique and answering command words will be a focus.</p>