

# Key Stage 3 Geography Curriculum

	Year 7 (3 periods) <i>Locational knowledge and Sustainability</i>	Year 8 S band (3 periods) <i>The Dynamic World</i>	Year 8 A band (4 periods) <i>The Dynamic World</i>	Year 9 (4 periods) <i>Our Shrinking World</i>
1	<b>Map skills and our local area</b> (including a sustainability study) "What is my place in the world?"	<b>Rivers and Flooding</b> (including fieldwork) "Why will the floods never stop?"	<b>Rivers and Flooding</b> (including fieldwork) "Why will the floods never stop?"	<b>Development and Africa</b> "What factors affect the development of Africa?"
2				
3	<b>World Ecosystems</b> "Why are our ecosystems under threat?"	<b>Population Change</b> "Why will global population reach 9 billion by 2100?"	<b>Population Change</b> "Why will global population reach 9 billion by 2100?"	<b>Coasts</b> "How and why are our coastlines changing?"
4			<b>Tectonics</b> "What impact does a restless earth have?"	<b>Our Borderless World</b> "Is our world becoming smaller?"
5	<b>India</b> "How sustainable is India?"	<b>Tectonics</b> "What impact does a restless earth have?"		
6	<b>Tourism</b> (including fieldwork) "To what extent can tourism be sustainable?"		<b>Retail</b> "How and why do we shop?"	<b>Climate Change</b> "What is the future of our planet?"

# Key Stage 3 Geography Curriculum: Extended Learning

	Year 7 (3 periods) <i>Locational knowledge and Sustainability</i>	Year 8 S band (3 periods) <i>The Dynamic World</i>	Year 8 A band (4 periods) <i>The Dynamic World</i>	Year 9 (4 periods) <i>Our Shrinking World</i>
1	<b>Map skills and our local area</b> (including a sustainability study) “What is my place in the world?”	<b>Rivers and Flooding</b> (including fieldwork) “Why will the floods never stop?”	<b>Rivers and Flooding</b> (including fieldwork) “Why will the floods never stop?”	<b>Development and Africa</b> “What factors affect the development of Africa?”
2	Local fieldwork: Sustainability study if the school	Local fieldwork: Infiltration study of school.	Local fieldwork: Infiltration study of school.	
3	<b>World Ecosystems</b> “Why are our ecosystems under threat?”	<b>Population Change</b> “Why will global population reach 9 billion by 2100?”	<b>Population Change</b> “Why will global population reach 9 billion by 2100?”	<b>Coasts</b> “How and why are our coastlines changing?”
4	Local fieldwork: Management of a small scale ecosystem.		<b>Tectonics</b> “What impact does a restless earth have?”	<b>Our Borderless World</b> “Is our world becoming smaller?”
5	<b>India</b> “How sustainable is India?”	<b>Tectonics</b> “What impact does a restless earth have?”		
6	<b>Tourism</b> (including fieldwork) “To what extent can tourism be sustainable?” Questionnaires to complete field-		<b>Retail</b> “How any why do we shop?” Local fieldwork in Lancaster	<b>Climate Change</b> “What is the future of our planet?”

# Key Stage 3 Geography Curriculum: Assessment

	Year 7 (3 periods) <i>Locational knowledge and Sustainability</i>	Year 8 S band (3 periods) <i>The Dynamic World</i>	Year 8 A band (4 periods) <i>The Dynamic World</i>	Year 9 (4 periods) <i>Our Shrinking World</i>
1	<b>Map skills and our local area</b> (including a sustainability study) “What is my place in the world?”	<b>Rivers and Flooding</b> (including fieldwork) “Why will the floods never stop?”	<b>Rivers and Flooding</b> (including fieldwork) “Why will the floods never stop?”	<b>Development and Africa</b> “What factors affect the development of Africa?”
2	-Locational knowledge test -Map skills test -Sustainability study write up -	-Different types of rainfall -8 mark case study of flooding -Infiltration study write up - End of unit assessment	-Different types of rainfall -8 mark case study of flooding -Infiltration study write up - End of unit assessment	-GCSE Q– Ebola -DME Sudan -GCSE Q Kiberia - Knowledge test
3	<b>World Ecosystems</b> “Why are our ecosystems under threat?” -Key terms quiz -Rainforest DME (Elias) -Evaluation of the GGW - End of unit test	<b>Population Change</b> “Why will global population reach 9 billion by 2100?” -Key skills/terms assessment -Should Trump build the wall? -Interpreting population pyramids - Main Q	<b>Population Change</b> “Why will global population reach 9 billion by 2100?” -Key skills/terms assessment -Should Trump build the wall? - Main Q	<b>Coasts</b> “How and why are our coastlines changing?” - Exam question physical features -Test key terms and processes - Coastal management DME -Main Q
4			<b>Tectonics</b> “What impact does a restless earth have?”	<b>Our Borderless World</b> “Is our world becoming smaller?”
5	<b>India</b> “How sustainable is India?” - DME Taj Mahal - Choropleth map PDA	<b>Tectonics</b> “What impact does a restless earth have?”	-Exam question plate boundaries -Exam question Montserrat -Management of earthquakes - End of unit assessment	NEW SOW (in process of writing)
6	<b>Tourism</b> (including fieldwork) “To what extent can tourism be sustainable?” -Tourism survey write up	-Exam question plate boundaries -Exam question Montserrat -Management of earthquakes - End of unit assessment	<b>Retail</b> “How many why do we shop?” -Shopping survey write up	<b>Climate Change</b> “What is the future of our planet?” -Management DME

# Key Stage 3 Geography Curriculum: Skills

Year 7 (3 periods) <i>Locational knowledge and Sustainability</i>	Year 8 S band (3 periods) <i>The Dynamic World</i>	Year 8 A band (4 periods) <i>The Dynamic World</i>	Year 9 (4 periods) <i>Our Shrinking World</i>
<p><b>Map skills and our local area</b></p> <p><b>World Ecosystems</b></p> <p><b>India</b></p> <p><b>Tourism</b></p>	<p><b>Rivers and Flooding</b></p> <p><b>Population Change</b></p> <p><b>Tectonics</b></p>	<p><b>Rivers and Flooding</b></p> <p><b>Population Change</b></p> <p><b>Tectonics</b></p> <p><b>Retail</b></p>	<p><b>Development and Africa</b></p> <p><b>Coasts</b></p> <p><b>Our Borderless World</b></p> <p><b>Climate Change</b></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>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>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>