

KS3 Geography

Curriculum Overview

Curriculum Intent

Our aim is to enable students to become global citizens; to gain an understanding of relationships between the physical and human world and develop an understanding of current global issues, geographical processes and skills. Students will develop knowledge and an understanding of places and geographical processes at different scales (local to global) and knowledge of different places as set out by the national curriculum. This is built upon further at GCSE where students are able use this knowledge to deepen their understanding of the different geographical themes.

KS3 units have been planned to build on knowledge and skills developed at KS2 based on the topical learning approach, so that students learn in a way that is familiar to them, whilst incorporating and developing new geographical thinking and skills which will prepare them for GCSE. As they progress through KS3, students develop their confidence to argue and evaluate geographical sources through the exploration of focused questions based on their prior knowledge.

Learning is supported through the use of sources such as maps, diagrams, photographs, graphs and Geographical Information Systems (GIS) in order to develop analytical skills. Literacy and numeracy skills are incorporated into all topics and deepen as the students' progress through the course. Students are given the opportunity to conduct investigative fieldwork (applying knowledge learnt outside of the classroom) and gather data which can be interpreted and analysed at both KS3 and GCSE.

How is this curriculum assessed at THA?

At KS3, student' progress is assessed to demonstrate skills and knowledge of learning in each term or at the end of each unit. The criteria mirrors the assessment objectives at GCSE: Knowledge, Understanding, Application and Geographical Skills.

Cross Curricular Links

Geography crosses over with many other subjects – namely English, Science, Maths, PD. Throughout the course, students are given the opportunity to develop skills attained in these subjects, such as extended writing, graph-drawing, data analysis and awareness and respect of other cultures.

How this prepares students for their next stage of education/employment

Key Stage 3 Geography provides students with a wide range of skills which are foundational tools required for GCSE. This includes problem solving and analytical skills, written and verbal communication skills, the ability to work to deadlines gained from projects and fieldwork, the ability to work independently and in groups. Geography can be a pathway into many careers including:

- Environmental consultant
- Volcanologist/Seismologist



		<ul style="list-style-type: none">• Town planner• Conservation officer• GIS Specialist• Army Officer• Landscape architect• Teacher/lecturer• Geologist• Business Analyst• Engineer
	Enrichment Opportunities	Resources/Materials to Support Learning
	<p>Excursions to conduct fieldwork at Hastings Beach.</p> <p>External event speaker visits to enrich cultural capital and knowledge of the different places and industries.</p> <p>Fieldtrips abroad such as Iceland, New York, Italy.</p> <p>Eco Awareness Club to promote sustainability.</p>	<p>The provision of well-structured resources to support all learners.</p> <p>Use of OS Maps and atlases to develop map skills</p> <p>Use of work booklets enhance learning.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p align="center">Topic: Europe, UK Geography and The Urban World</p>		<p align="center">Topic: Asia, Indonesia and Tropical Rainforests</p>		<p align="center">Topic: North America, USA, Tectonic Hazards and Conflict</p>	
	<p>Key Knowledge:</p> <p><u>AO1: Knowledge</u></p> <ul style="list-style-type: none"> What is geography?: Introduction into physical and human geography Physical geography of the UK: <p>Where in the world are we? What is a map showing me? What's the weather like here?</p> <p><u>AO2: Understanding</u></p> <ul style="list-style-type: none"> Factors affecting settlement: <p>When does a town become a city?</p> <p><u>AO3: Application</u></p> <p>Apply knowledge of Where is the Smith family going to live?</p>	<p>Key Knowledge:</p> <p><u>AO1: Knowledge</u></p> <ul style="list-style-type: none"> Changing settlement functions and land use models: <p>What is the function of settlements? Is London a typical city shape?</p> <p><u>AO2: Understanding</u></p> <ul style="list-style-type: none"> Reasons for the growth of London: <p>Why has London grown as a city? Where are we going to build all the houses we need? How can we make London better? How can we save London for the future?</p> <p><u>AO3: Application</u></p> <ul style="list-style-type: none"> Apply knowledge of land use models to compare to Hastings Decision making exercise – demand for homes 	<p>Key Knowledge:</p> <p><u>AO1: Knowledge</u></p> <ul style="list-style-type: none"> Physical and human geography in Asia: <p>What is Asia like?</p> <ul style="list-style-type: none"> Indonesian rainforest- <p>Where can we find Tropical Rainforests?</p> <p>What is the structure of the tropical rainforests like?</p> <p>What is the climate like in the tropical rainforests?</p> <ul style="list-style-type: none"> Features: <p>What are the human features in Indonesia?</p>	<p>Key Knowledge:</p> <p><u>AO1: Knowledge</u></p> <p>What is ecotourism?: Conservation in Sumatra case study</p> <p><u>AO2: Understanding</u></p> <ul style="list-style-type: none"> Indonesian rainforest: <p>What are the causes of Deforestation in Sumatra?</p> <p>What are the effects of deforestation in Sumatra?</p> <ul style="list-style-type: none"> Deforestation- <p>What are the global effects of deforestation?</p> <p>How are we responding to deforestation?</p> <p><u>AO3: Application</u></p> <ul style="list-style-type: none"> Indonesian rainforest: <p>Design your own conservation project - evaluate impacts and</p>	<p>Key Knowledge:</p> <p><u>AO1: Knowledge</u></p> <ul style="list-style-type: none"> Where is the USA?: Physical and human geography of USA <p>- Would you want to live on the San Andreas fault?</p> <p><u>AO2: Understanding</u></p> <ul style="list-style-type: none"> Would you like a road trip in the USA? How would you protect yourself if you lived on the San Andreas fault? How can tsunamis affect a country? <p><u>AO3: Application</u></p> <p>Assessment: How can we protect</p>	<p>Key Knowledge:</p> <p><u>AO1: Knowledge</u></p> <ul style="list-style-type: none"> Tectonics – location and features of volcanoes, hot spots, earthquakes, tsunamis: <p>How do volcanoes form? How did the Rocky Mountains form?</p> <p><u>AO2: Understanding</u></p> <p>Tectonics: Why are some volcanoes deadly?</p> <ul style="list-style-type: none"> Causes, effects and responses to tectonic hazards: <p>How can we protect ourselves from tsunamis? What's all this pahoehoe? What was worse: Mount St Helens or Kilauea? What would happen if Yellowstone erupted? Why do people live in areas at risk of tectonic hazards: Would you live near a tectonic hazard? How the USA was changed- 9/11 and the War on Terror</p> <p><u>AO3: Application</u></p> <ul style="list-style-type: none"> 'The next big one' assessment- Creating a news article to inform the people of San Francisco about the cause, effects and responses to earthquakes.

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			How high is the country of Indonesia? <u>AO3: Application</u> • Mid-Unit assessment	successes on the surrounding area.	ourselves from tsunamis?	
	Key Skills: AO4: Skills • Map skills – locations • Climate graphs • Models • Use of statistics		Key Skills: AO4: Skills • Map skills – locations • Climate graphs • DME – forming opinions, research, structuring an argument • Use of statistics		Key Skills: AO4: Skills • Map skills – locations • Climate graphs • DME – debate on Mexico to USA • Use of statistics	
	Assessment: Where is the Smith Family going to live?	Assessment: Decision making exercise – using land use models to compare to Hastings	Assessment: Mid-Unit assessment	Assessment: Design your own conservation project evaluating impacts and successes in Sumatra.	Assessment: How can we protect ourselves from tsunamis?	Assessment: 'The next big one' assessment – Newspaper article on causes, effects and responses to Earthquakes in San Francisco
Year 8	Topic: Africa, Kenya and Development		Topic: Oceania, Australia, Coasts and Climate Change		Topic: Brazil and South American geography	
	Key Knowledge: <u>AO1: Knowledge</u> • Physical and human geography of Africa and Kenya: What is Africa like? What do we know about Kenya? What are Kenya's main physical features?	<u>AO1: Knowledge</u> • History of Kenya • What is the savannah biome like? <u>AO2: Understanding</u> • Population change and development: How can clean water change lives? What is it like living in Nairobi?	Key Knowledge: <u>AO1: Knowledge</u> • Physical and human geography of Oceania: What is Australia like? What do we know about Australia?	Key Knowledge: <u>AO1: Knowledge</u> • Weather hazards associated with climate <u>AO2: Understanding</u> How does climate change affect us? • Cause, effect and response to coral reef damage What effect are humans having on coral reefs?	Key Knowledge: <u>AO1: Knowledge</u> • Physical and human geography of South America and Brazil: What is Brazil like? • Features of rivers:	Key Knowledge: <u>AO1: Knowledge</u> • Human geography of Brazil: Where do people live in Brazil? What is city life like? What is Brazil's population like? What is a favela? <u>AO2: Understanding</u> • Development: How developed is Brazil compared to the UK?

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>What is the climate of Kenya? Who are the Maasai Tribe? Knowledge of Ecotourism. What is school like in Kenya? What is Cholera?</p> <p><u>AO2: Understanding</u></p> <ul style="list-style-type: none"> Physical and human geography of Africa: <p>How did the rift valley in Kenya form? How can clean water change lives?</p> <p><u>AO3: Application</u></p> <ul style="list-style-type: none"> Knowledge of Ecotourism: To evaluate the impact of Ecotourism on the Maasai 	<p>Would you like a holiday to Kibera? What is threatening Nairobi National Park? What is the savannah biome like?</p> <p><u>AO3: Application</u> Decide whether a large hotel complex should be built in the Maasai Mara.</p>	<ul style="list-style-type: none"> Physical landscapes in Australia <p>What are Australia's main physical features? What is the climate like across Australia?</p> <ul style="list-style-type: none"> Coastal processes: How do waves affect Australia? How does a stack form? How do bays form? How do coral reef form? Physical features of hot deserts: What is the climate like across Australia? <p><u>AO2: Understanding</u></p> <ul style="list-style-type: none"> Coastal processes: How do waves affect Australia? <ul style="list-style-type: none"> <u>AO3: Application</u> Mid-Unit Assessment – Knowledge of Australia so far 	<ul style="list-style-type: none"> Cause, effect and response to climate change effects on coasts <p>How does climate change affect Australia?</p> <ul style="list-style-type: none"> Cause, effect and response to desertification <p><u>AO3: Application</u></p> <ul style="list-style-type: none"> DME – conservation of rainforests/coral reefs Coastal fieldwork preparation: What are the coastal features found in East Sussex? 	<p>Where does all the water in the Amazon come from?</p> <p><u>AO2: Understanding</u></p> <ul style="list-style-type: none"> Physical geography of South America and Brazil: Were South America and Africa once joined? What causes the climate in Brazil? Why is the Amazon River important to South America? How can rivers be used sustainably? Cause, effect and response Cause, effect and response to flooding <p><u>AO3: Application</u> Assessment: What impact does the Tucurui Dam have on Brazil?</p>	<p>What impacts has the development of Brazil had on the indigenous tribes? How does Brazil make its money? How is Brazil's environment affected by development? How will Brazil clear up the oil spills? How is Brazil's environment affected by development?</p> <p><u>AO3: Application</u> How did the Rio Olympics in 2016 affect the people of Rio? End of Unit assessment: How can Brazil become a more sustainable country?</p>

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	Key Skills: AO4: Skills <ul style="list-style-type: none"> Map skills – locations Climate graphs DME Use of statistics 		Key Skills: AO4: Skills <ul style="list-style-type: none"> Map skills – locations Climate graphs Use of statistics FIELDWORK TRIP TO HASTINGS BEACH – cross curricular link to Science - quadrats 		Key Skills: AO4: Skills <ul style="list-style-type: none"> Map skills – locations Climate graphs Use of statistics 	
	Assessment Evaluate the impact of Ecotourism on the Maasai	Assessment Decision-making Exercise: Decide whether a large hotel complex should be built in the Maasai Mara.	Assessment Mid-Unit Assessment – Knowledge of Australia so far	Assessment What are the coastal features found in East Sussex?	Assessment What impact does the Tucuruí Dam have on Brazil?	Assessment How did the Rio Olympics in 2016 affect the people of Rio? How can Brazil become a more sustainable country?
Year 9	Topic: Asia, China Weather Hazards, Flooding and Tropical Storms, Population Structure and Policies, Globalisation and Sustainability		Topic: The Middle East, Conflict Resource Management and Population Change and Migration		Topic: Asia, Russia, Cold Environments, Population and Resource Management	
	Key Knowledge: <u>AO1: Knowledge</u> <ul style="list-style-type: none"> Features of tropical storms: What is the distribution, intensity and frequency of tropical storms? How to make the perfect storm? <u>AO2: Understanding</u> <ul style="list-style-type: none"> Cause, effect and response to tropical storms: 	Key Knowledge: <u>AO1: Knowledge</u> <ul style="list-style-type: none"> Physical and human geography of Asia: What do we know about China? Where do people live in China? What does China's population tell us about the country? What is Tibet like? <u>AO2: Understanding</u> <ul style="list-style-type: none"> Population: 	Key Knowledge: <u>AO1: Knowledge</u> <ul style="list-style-type: none"> Physical geography of the Middle East: Where is the Middle East? What is the climate across the Middle East? What is it like in the Arabian Desert? <u>AO2: Understanding</u> <ul style="list-style-type: none"> Physical geography 	Key Knowledge: <u>AO1: Knowledge</u> <ul style="list-style-type: none"> Human geography of the Middle East: Where do people live in the Middle East? How are we connected to the Middle East? <u>AO2: Understanding</u> <ul style="list-style-type: none"> Development in the Middle East: Why has there been a shift from oil to tourism in the UAE? Is Dubai a sustainable city? 	Key Knowledge: <u>AO1: Knowledge</u> <ul style="list-style-type: none"> Physical geography of Russia: Where is Russia? What do we know about Russia? What is the climate like in Russia? What biomes exist in Russia? Has Russia always had the same climate? 	Key Knowledge: <u>AO1: Knowledge</u> <ul style="list-style-type: none"> Human geography of Russia: Where do people live in Russia? What is the population structure of Russia? <u>AO2: Understanding</u> <ul style="list-style-type: none"> Cause and effects of population change: What impact have humans had on Russia? Why do people want to live in Moscow? Why was Russia hard to govern? How does Russia affect our lives?

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<p>What were the effects of Typhoon Hagibis 2019 on Asia? Which affect Asia More – Typhoon Hagabis 2019 or Cyclone Fani 2019</p> <ul style="list-style-type: none"> • Cause, effect and response to flooding: <p>What are the causes of flooding in Bangladesh? What are the effects of and responses to the 2017 Bangladesh floods? How does the UK respond differently to flooding?</p> <p><u>AO3: Application</u></p> <ul style="list-style-type: none"> • Applying knowledge of weather hazards and rivers to resource management and development: DME – Impact of tropical storms on Asia 	<p>What was the impact of China’s expanding population?</p> <ul style="list-style-type: none"> • Conflict in Tibet <p>The development of China and whether it is sustainable: How does China’s development compare with other countries? How do we know that China is developing? How did China develop so quickly? Are TNC’s good for China? How sustainable is China’s development? Is globalisation worth the risk?</p> <p><u>AO3: Application</u></p> <ul style="list-style-type: none"> • Applying knowledge of China’s development: DME – How sustainable is China’s development? 	<p>of the Middle East: How do plants and animals adapt to living in the Middle East? Why is the Tigris-Euphrates river so important to the Middle East? How does the Middle East cope with water scarcity? Has the lack of water in the Middle East affected its development?</p> <p><u>AO2: Understanding</u></p> <ul style="list-style-type: none"> • Cause, effects and responses to distribution of resources in the Middle East: evaluate the causes, effects and responses to the food shortages caused by COVID-19 <p><u>AO3: Application</u></p> <ul style="list-style-type: none"> • DME – Come to a decision thinking about what the future is for the Middle East and the 	<p>What are the effects of a lack of development in Yemen?</p> <ul style="list-style-type: none"> • Conflict: <p>What are the causes of conflict in the Middle East?</p> <ul style="list-style-type: none"> • Types of resources: <p>Why is oil important in the development of the Middle East? How has oil helped the Middle East to develop?</p> <p><u>AO3: Application</u></p> <ul style="list-style-type: none"> • DME- What will happen about the food shortages? 	<ul style="list-style-type: none"> • Formation of glaciers- What is a glacier? <p><u>AO2: Understanding</u></p> <ul style="list-style-type: none"> • Cause and effects of physical landscapes: How ice changes landscapes How does ice change the world? <p><u>AO3: Application</u></p> <ul style="list-style-type: none"> • Mid-unit assessment – knowledge of Russia • Exam question – impacts of Chernobyl • End of unit assessment – overall knowledge of Russia <p><u>AO3: Application</u> Mid-unit assessment- knowledge of Russia</p>	<ul style="list-style-type: none"> • Causes, effects and responses to the Chernobyl disaster - Was the Chernobyl disaster bad? • Causes and effects of conflict in Russia- Why is there conflict in Russia? <p><u>AO3: Application</u> What were the impacts of Chernobyl?</p>

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		places it is connected to.			
Key Skills: AO4: Skills <ul style="list-style-type: none"> • Map skills – locations • Climate graphs • Use of statistics 		Key Skills: AO4: Skills <ul style="list-style-type: none"> • Map skills – locations • Climate graphs • Use of statistics 		Key Skills: AO4: Skills <ul style="list-style-type: none"> • Map skills – locations • Climate graphs • Use of statistics 	
Assessment: Which affect Asia more? Typhoon Hagibis 2019 or Cyclone Fani 2019	Assessment: How sustainable is China's development?	Assessment: Has the lack of water in the Middle East affected its development?	Assessment: What will happen about the food shortages?	Assessment: Mid-unit assessment – knowledge of Russia	Assessment: What were the impacts of Chernobyl?