**Key Stage 3 Curriculum Overview**
**Geography**

| **Curriculum Intent**<br><br>Geography seeks to enable students to make sense of their world and to understand the processes, (both physical and human), and to recognise the interaction between them. Overall our main aim is to give our students the opportunity to develop a coherent understanding of what places are like and an appreciation of how the various geographical features of places are inter-related, using the core elements of the subject-place, space and environment. | | |
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| Term | **Year 7** | **Year 8** |
| **Autumn Term** | **Title of unit: Geographical Features of the UK**<br><br>**Main focus:** To learn about the physical geographical features of the UK<br>To identify the human features of the UK.<br><br>**By the end of the unit, students will have learned:**<br>What are human features of the UK?<br>What are physical features of the UK?<br>How do physical features effect the UKs climate?<br>What influences the site of settlements?<br>How do physical and human features influence the location of settlements?<br>What is settlement hierarchy?<br>How is the population of the UK changing?<br>How has migration shaped the UKs identity?<br><br>**By the end of the unit students will be able to:**<br>Use maps and atlases to locate features<br>Draw choropleth maps to show trends<br>Analyse a range of maps and graphs<br>Interpret photographs in a geographical manner<br>Use OS maps to demonstrate skills.<br>Draw a range of different graphs and maps | **Title of unit: Natural Hazards**<br><br>**Main focus:** To understand the causes and effects of a range of natural hazards.<br><br>**By the end of the unit, students will have learned:**<br>What is the structure of the Earth like?<br>How do convection currents cause tectonic plates to move?<br>What are the different types of plate boundaries?<br>Which hazards will be found at which plate boundary?<br>How are volcanic eruptions measured and monitored?<br>How are earthquakes measured and monitored?<br>What are the primary and secondary effects of volcanic eruptions and earthquakes?<br>Comparison of LIC and HIC natural hazards.<br>How can governments and citizens prepare themselves for natural hazards.<br>How can natural hazards be prevented?<br><br>**By the end of the unit students will be able to:**<br>Use maps and atlases to locate features.<br>Interpretation of satellite images<br>Extended writing – comparing levels of development.<br>Interpret photographs in a geographical manner.<br>Use a range of statistics to support opinions. |
| Concepts | Place and Scale/Climate Change / Sustainability /Geographical Skills/Interdependence | Place and Scale / Physical and Human Processes/ Climate Change /Development |

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| Evidence of learning | End of Unit Assessment – Exam<br><br>Understanding demonstrated in lessons visible in books, demonstrated in verbal answers and questions, and the student's ability to peer and self-assess. | End of Unit Assessment – Exam<br><br>Comparison of natural hazards in LIC and HICs – an extended piece of writing using case studies. |
| Links to prior learning | KS2 National Curriculum – compass skills, maps, UK Physical Geography, types of settlement and land use | KS2 – National Curriculum – Rocks, Soils, Weathering, Coasts, Locational Knowledge, Geographical Information Systems (GIS) |
| Links to future learning | The Physical Landscapes of the UK – GCSE<br><br>The Changing Economic World – GCSE | GCSE – The Living World<br>GCSE – Urban Environments<br>GCSE – The Challenge of Natural Hazards |
| Careers links | Town Planner, Cartographer, Environmental Consultant, Meteorologist | Hazard prevention, architecture, engineering, volcanology, Seismologists, Geologists, Town planner, Policy advisor, Risk Analyst |
| Sustainability | Weather – Climate Change and changing weather patterns<br>Ecology Study – Thrift (MerlinID)<br>Nature Parks<br>Physical Landscapes – How they are changing | Economic sustainability of being able to recover from a tectonic hazard.<br>Identify areas where there are tectonic and weather hazards and link to climate change. |
| Protected characteristics | Cultural Diversity | Economic Inequality, Education Inequality |
| Spirituality | Awe & Wonder – The different human and physical features of the UK<br>Discussion of our place in the world.<br>Weather phenomenon in the UK | Awe & Wonder – the sight of natural hazards like volcanic eruptions and the natural power of the earth. |
| **Spring Term** | **Title of unit: Development and India**<br>**Main focus:** To learn about the differing levels of development in countries around the world. To understand the causes of this inequality and the strategies used to combat it.<br><br>**By the end of the unit, students will have learned:**<br>What is development?<br>What is a HIC, NEE and LIC?<br>What factors cause countries to develop at different rates?<br>How do development indicators show a countries level of development?<br>How can the physical geography of a country affect its development?<br>How can the human geography of a country affect its development?<br>What challenges are there in urban areas of India?<br>How can the inequalities in urban areas of India be improved? | **Title of unit: Coasts**<br>**Main focus:** To learn how processes of erosion, transportation and deposition shape the worlds coastlines. To evaluate the effectiveness of a range of coastal management strategies.<br><br>**By the end of the unit, students will have learned:**<br>What is the coast?<br>Why is the coastline of natural and economic importance?<br>What are the four processes of erosion?<br>How is eroded material moved along the coast?<br>What causes deposition to happen along the coast?<br>What are the hard and soft engineering strategies that reduce erosion along the coast line?<br>Why do we not protect all areas of the coast?<br>What challenges face the coast in the future? |

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| | **By the end of the unit students will be able to:**<br>Use maps to locate areas<br>Interpret a range of photographs<br>Use a range of statistical data to compare levels of development | Can coasts be sustainably managed?<br><br>**By the end of the unit students will be able to:**<br>Use maps to locate areas<br>Interpret and analyse a range of sources<br>Use a range of statistics to evaluate the effectiveness of coastal engineering.<br>Field Sketches<br>Decision Making Exercise |
| Evidence of learning | End of unit assessment<br>Decision Making Exercise to determine how to improve living standards within the Dhavari slums.<br>Comparison of a HIC and LIC country. | End of Unit Assessment<br>Comparison of hard and soft engineering techniques<br>Decision making exercise for coastal management of Happisburgh. |
| Links to prior learning | Builds on map skills from Term 1<br><br>Links in to TNC exploitation of people in Term 3. Year 6 Development | Processes of erosion (Science)<br>Links to erosion, deposition and transportation in Rivers (Year 6 Geography). |
| Links to future learning | GCSE The Changing Economic World<br>GCSE The Urban Environment | Year 8 - Climate Change unit of work<br>GCSE Physical Landscapes in UK |
| Careers links | Economist, Anthropologist, Journalist, Town Planner, Logistics, Researcher, | DEFRA, Coastal Management, Marine Biologists, Planning Officer, Flood Risk Analysis, Hydrogeologist, Water Resource Engineer |
| Sustainability | Recycling within settlements<br>Improvement strategies – recycling and reusing resources that are already there. | Sustainable Management of coastlines in the UK<br>The idea that coastal erosion is irreversible and will be impacted by climate change. |
| Protected characteristics | Economic Inequality, age, fertility, | Economic Inequality, age, ethnicity |
| **Summer Term** | **Title of unit: Extreme Weather**<br>**Main focus:** To learn about extreme weather events around the world and how it could be linked to climate change.<br><br>**By the end of the unit, students will have learned:**<br>What types of weather are classed as extreme weather events?<br>Why is extreme weather dangerous for humans?<br>How do hurricanes form?<br>How do hurricanes effect humans and the environment?<br>What causes extreme cold events? How can you prepare for extreme weather events? | **Title of unit: Climate Change**<br>**Main focus:** To learn about the natural and human causes of climate change and to analyse global patterns of climate change over the last 800 000 years.<br><br>**By the end of the unit, students will have learned:**<br>What is the difference between weather and climate?<br>What evidence is there for climate change in the distant past?<br>What evidence is there for climate change in the recent past?<br>How can climate change be caused naturally?<br>What is the greenhouse effect and how are humans contributing to this?<br>What are the alternatives to fossil fuels? |

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| | What are the human and natural causes of wildfires?<br>How is the frequency of wildfires linked to climate change?<br>What extreme weather events happen in certain areas of the world.<br>How can humans prepare for extreme weather events?<br>How can the damage caused by extreme weather events be minimised?<br><br>**By the end of the unit students will be able to:**<br>Use a range of maps to locate areas<br>Analyse photographs to identify human and physical effects<br>Analyse a range of maps and graphs<br>Analyse a range of statistical data to compare extreme weather events. | Is nuclear power a viable option for the future?<br>How can we use energy more sustainably in the future?<br><br>**By the end of the unit students will be able to:**<br>Use a range of maps to locate areas<br>Analyse a range of sources<br>Analyse photographs and satellite images<br>Analyse a range of statistical data to compare alternatives to fossil fuels. |
| Evidence of learning | End of unit assessment – test with a range of short and long answer questions (GCSE style)<br><br>Comparison of extreme weather events in HIC and LICs. | End of unit decision making exercise – what forms of energy should we be using.<br>Extended writing assessment about the Greenhouse Effect<br>Comparison of renewable and non-renewable energy<br>Discussion question – Is nuclear energy the future? |
| Links to prior learning | Year 6 - Population<br>Industrial Development<br>Economic Activity<br>Job Sectors – Primary, Secondary, Tertiary and Quaternary<br>Locational Knowledge | Year 6 – Rivers and Flooding<br>Extreme Weather (Year 7)<br>Extreme Environments (Year 5)<br>Oceans (Year 5) |
| Links to future learning | GCSE Physical Landscapes of the UK<br>GCSE The Living World<br>GCSE Urban Environments<br>GCSE Resource Management | GCSE Climate and Resource Management<br>GCSE Physical Landscapes of the UK<br>GCSE Urban Environments |
| Careers links | Meteorologist, Environmental Researcher, Logistics, Journalist, Biologist, Climatologist, | Environmental Lawyer, Climatologist, Renewable Energy Scientist, Geoscientist, Environmental Engineer, Clean Car Engineer, Environmental Scientist, Conservation Scientist, Renewable Energy Technician |
| Sustainability | Explore the links between extreme weather events and climate change.<br>Wildfires – the environmental impacts of large-scale wildfires.<br>Hurricanes – How and why are there more hurricanes than 20 years ago? | This whole unit of work links to sustainability as it discusses the natural and human causes of climate change.<br>It will require students to evaluate the impacts of using renewable and non-renewable forms of energy. |
| Protected characteristics | Economic Inequality | Economic inequality and the countries/people who will struggle more as a result of climate change. |

**Reading in the curriculum (Literacy & Vocabulary)**

New vocabulary is introduced to students through key terms in each lesson. Throughout the curriculum we use a range of different reading resources to add depth and knowledge to students understand. These include;

Year 7 – A range of sources about different extreme weather events
Year 7 – Comparisons of different countries developments
Year 7 – Development Top Trumps
Year 7 – Resources to do with the development within India including written sources about the quality of life in Dharavi.
Year 8 – Comparison of a range of hard and soft engineering strategies
Year 8 – Analysis of short term and long-term effects of natural hazards
Year 8 – Written sources about evidence of climate change from the distant and recent past.

**Safeguarding including safety in the curriculum**

We ensure that we approach certain topics such as migration or population with sensitivity. The course content is all age appropriate and links to other topics students have studied in other areas of the curriculum. The resources used are appropriate for KS3 pupils and all online resources used have been checked and are continually monitored.

**Values across the curriculum**

Our curriculum supports the understanding of the school's core values throughout all of our units of work.

**Spirituality in the curriculum**

**How does the curriculum reflect the schools Theological routed Christian vision? How is spiritual development an intrinsic part of the curriculum?**

Our curriculum supports the spiritual development of students by creating an environment of curiosity, exploring interconnectedness, and fostering open-mindedness. By developing these key attributes, we hope to develop a sense of connection to something bigger than ourselves, to help students 'Live life in all its fulness', living our values; being the best we can be, in community.

Through the geography curriculum we aim to:

1. Consider the Ethics – We discuss the moral side of studying societies and cultures around the world.

2. Boost Curiosity – We encourage pondering big questions while studying geographical concepts e.g. how did the earth form? How are rivers formed? Looking for meaning and purpose in natural and physical phenomena. Emotional drive to know more and to wonder about the world. Wonder at the beauty of natural objects.

3. Pause for Mindfulness Moments – We integrate short mindfulness exercises for self-awareness and focus.

4. Connect Concepts – We emphasize how different geographical ideas are interconnected and explore interconnectedness in other subjects across the curriculum.

5. Develop Open-Minded Learning – We foster an open-minded approach to geographical inquiry. Develop open mindedness to the suggestions of others.

6. Encourage Earth Respect – We relate geographical knowledge to caring for the environment and promoting sustainability.

7. Develop Social Education – We emphasize the social differences in a range of societies across the world and encourage students to understand the impacts that this can have on people and countries.

8. Promote Cultural Education – We encourage a deeper understanding of different cultures, practices and appreciation for the world around us.

A sense of connection to something bigger than ourselves.
A search for meaning in life.

- **Spiritual Capacities**: recognition that all human beings are capable of spiritual growth through capacities such as self-awareness, reflection, empathy, imagination and creativity
- **Spiritual Experiences**: ways in which students can encounter the spiritual dimension of life
- **Spiritual Understanding**: the need to have developed an understanding to make sense of the spiritual experiences encountered and capacities exercised
- **Spiritual Responses**: how this experience and understanding impacts on our lives and shapes the way in which we live our lives.

Liz Mills summarises spirituality with reference to three relationships: with ourselves, with others and with the world. How does our curriculum enable our students to do just that?

**How we track your progress**

All students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes.

**Parents/Carers can support their child by:**

Parents can support their child by checking Satchel One for homework that is being set and ensuring that it is completed. Encouraging students to take an active interest in current affair and engaging in discussions as a family. Help students to develop their independence and resilience. Encouraging students to read around the subject at home by selecting relevant non-fiction books or exploring relevant websites.