

Holywell School Curriculum Overviews

Key Stage 3 Curriculum Overview

Geography

Curriculum Intent

The Holywell Year 9 Geography curriculum aims to develop curious, knowledgeable and confident geographers who can make sense of the world around them and understand the complex relationships between people, places and the environment. Building on learning from Years 7 and 8, students develop increasingly secure geographical knowledge while preparing for the greater depth, independence and analytical thinking required at GCSE.

Throughout the year, students explore a balanced range of human and physical geography, including map skills and local fieldwork, development and Nigeria, weather and climate, tropical storms, tectonic hazards and geographical investigation. These units enable students to understand how physical processes shape landscapes and hazards, while also considering how economic development, inequality and human activity influence people and places.

A key aim is to develop students' ability to think and work like geographers. Students interpret maps, photographs, graphs and statistical information; collect and scrutinise fieldwork data; identify patterns and relationships; construct geographical arguments; and use evidence to reach justified conclusions. Local fieldwork provides opportunities to apply classroom learning to real places and develop the enquiry skills required for future GCSE geographical investigations.

The curriculum deliberately strengthens links to future GCSE study, particularly The Challenge of Natural Hazards, The Changing Economic World, Urban Issues and Challenges, Physical Landscapes and geographical fieldwork. Students increasingly encounter GCSE-style questions and are expected to explain, analyse, compare and evaluate geographical issues using appropriate evidence.

Through the study of inequality, development, climate change, sustainability, natural hazards and cultural diversity, students are encouraged to consider different perspectives and recognise their responsibilities as global citizens. Geography also supports the school's Christian vision by developing curiosity, empathy, open-mindedness and respect for people and the natural world, encouraging students to consider their relationship with themselves, others and the wider world.

Ultimately, the Year 9 curriculum seeks to equip students with the knowledge, vocabulary, geographical skills and confidence needed to succeed at GCSE, while developing an informed appreciation of the interconnected and changing world in which they live.

Term	<u>Year 9</u>
Autumn Term 1 <u>(6-7 weeks)</u>	Title of unit: Map Skills and Local Fieldwork Main focus: To recap and develop a range of map skills which will be used at GCSE. To plan and conduct a local fieldwork investigation in our local area. By the end of the unit, students will have learned: What are the main features of an OS Map? How to interpret information on a map? How to identify geographical issues in our local area? How to collect accurate data? How do physical and human features influence the location of settlements? By the end of the unit students will be able to: Use maps and atlases to locate features Draw choropleth maps to show trends

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	Analyse a range of maps and graphs Interpret photographs in a geographical manner Use OS maps to demonstrate skills. Draw a range of different graphs and maps Plan and conduct human and physical fieldwork in the local area.
Concepts	Place and Scale/Climate Change / Sustainability /Geographical Skills/Interdependence
Evidence of learning	End of Unit Assessment – Fieldwork Assessment Understanding demonstrated in lessons visible in books, demonstrated in verbal answers and questions, and the student’s ability to peer and self-assess.
Links to prior learning	KS2 National Curriculum – compass skills, maps, UK Physical Geography, types of settlement and land use KS3 – Map Skills at Year 7
Links to future learning	The Physical Landscapes of the UK – GCSE The Changing Economic World – GCSE Geographical Investigation - GCSE
Careers links	Town Planner, Cartographer, Environmental Consultant, Meteorologist
Sustainability	Weather – Climate Change and changing weather patterns Ecology Study – Thrift (MerlinID) Nature Parks Physical Landscapes – How they are changing
Protected characteristics	Cultural Diversity
Spirituality	Awe & Wonder – The different human and physical features of the UK Discussion of our place in the world. Weather phenomenon in the UK
<u>Autumn Term 2 –</u> <u>Spring Term 1 (12 weeks)</u>	Title of unit: The Development Gap – Nigeria Main focus: To learn about the global pattern of economic development in HICs and LICs By the end of the unit, students will have learned: What is development? What is a HIC, NEE and LIC?

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	What factors cause countries to develop at different rates? How does urban growth create opportunities and challenges for cities in LICs and HICs? How can the physical geography of a country affect its development? How can the human geography of a country affect its development? What challenges are there in urban areas of Nigeria? How can the inequalities in urban areas of Nigeria be improved? By the end of the unit students will be able to: Use maps to locate areas Interpret a range of photographs Use a range of statistical data to compare levels of development
Evidence of learning	End of unit assessment Decision Making Exercise Comparison of a HIC and LIC country.
Links to prior learning	Builds on map skills from Term 1 KS3 - Development unit of work Links in to TNC exploitation of people in Term 3. Year 6 Development
Links to future learning	GCSE The Changing Economic World GCSE The Urban Environment
Careers links	Economist, Anthropologist, Journalist, Town Planner, Logistics, Researcher
Sustainability	Recycling within settlements Improvement strategies – recycling and reusing resources that are already there.
Protected characteristics	Economic Inequality, age, fertility
Spring Term 2 (6 Weeks)	Title of unit: Weather Main focus: To learn about the causes of weather systems and their effect on places. Global atmospheric circulation helps determine patterns of weather and climate (30 minutes) Tropical Storms develop as a result of particular physical conditions (4 hours) Tropical storms have significant effects on people and the environment (2 hours) Extreme Weather events in the UK have an impact on human activity (1 hour)

	By the end of the unit, students will have learned: How does global atmospheric circulation help determine patterns of weather and climate? What are the global distribution of tropical storms (hurricanes, cyclones, typhoons)? How do hurricanes form? What are the causes of tropical storm formation? What is the structure and features of a tropical storm? How might climate effect the distribution, frequency and intensity of tropical storms? How will climate change effect tropical storms? What are the immediate and long-term responses to tropical storms? How can monitoring, prediction, protection and planning reduce the effects of tropical storms? Is weather becoming more extreme in the UK? By the end of the unit students will be able to: Use a range of maps to locate areas Analyse photographs to identify human and physical effects Analyse a range of maps and graphs Analyse a range of statistical data to compare extreme weather events.
Evidence of learning	End of unit assessment – test with a range of short and long answer questions (GCSE style) Research by looking at newspaper/new resources Comparison of extreme weather events in HIC and LICs. NOAA website for useful resources Annotated diagrams to identify key characteristics.
Links to prior learning	Year 6 - Population Industrial Development Economic Activity Job Sectors – Primary, Secondary, Tertiary and Quaternary Locational Knowledge
Links to future learning	GCSE Physical Landscapes of the UK GCSE The Living World GCSE Urban Environments GCSE Resource Management

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Careers links	Meteorologist, Environmental Researcher, Logistics, Journalist, Biologist, Climatologist,
Sustainability	Explore the links between extreme weather events and climate change. Hurricanes – How and why are there more hurricanes than 20 years ago?
Protected characteristics	Economic Inequality
Summer Term 1 (10 weeks)	<u>Title of Unit – Natural Hazards – Earthquakes</u> <u>Main focus:</u> Natural Hazards pose major risks to people and property (30 minutes) Earthquakes and volcanic eruptions are the result of physical processes (2 hours 30 minutes) The effects and responses to a tectonic hazard vary between areas of contrasting wealth (3 hours) Management can reduce the effects of a tectonic hazard (1 hour) By the end of the unit, students will have learned: How do natural hazards pose a risk to people and poverty? What is plate tectonic theory? Where do earthquakes and volcanic eruptions occur? What are plate margins and what happens at them? What are the primary and secondary effects of tectonic hazards? What are the immediate and long-term responses to earthquakes? Why do people continue to live in areas at risk from tectonic hazards? What are the immediate and long-term responses to tropical storms? How can monitoring, prediction, protection and planning reduce the effects of earthquakes? By the end of the unit students will be able to: Use a range of maps to locate areas Analyse photographs to identify human and physical effects Analyse a range of maps and graphs Analyse a range of statistical data to compare extreme weather events.
Evidence of learning	Visual Images to identify a range of hazards Discussion groups to identify factors that effect risk (magnitude, location, vulnerability) Contextualise chosen case studies Factsheets for each case study

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	Exam question analysis Compare the risk and vulnerability of two case studies through written tasks, debates and sorting and organising information.
Links to Prior Learning	Year 8 – Natural Hazards Year 9 – Weather
Links to future learning	GCSE The challenge of natural hazards
Future Careers	Meteorologist, Environmental Researcher, Logistics, Journalist, Biologist, Climatologist, Volcanologist, Risk Assessor
Sustainability	
Protected Characteristics	Economic Inequality
Summer Term 2 (3 weeks)	<u>Title of Unit – Local Fieldwork Study</u> To identify and plan a local fieldwork study which focuses on either physical or human geography in our local community. By the end of the unit, students will have learned: How do we identify a hypothesis? What does a local fieldwork investigation need? How can we ensure that data collection is fair? What different types of data collection strategies can be used? How can data be scrutinised? By the end of the unit students will be able to: Use a range of maps to locate areas Scrutinise data using a range of statistical analysis Use data to prove or disprove a hypothesis Analyse photographs to identify human and physical effects Analyse a range of maps and graphs Analyse a range of statistical data to compare extreme weather events.
Evidence of Learning	

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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.

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.

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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 affairs 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.