



KS3 Curriculum Map: Geography

	Advent 1	Advent 2		Lent 1	Lent 2		Pentecost 1	Pentecost 2
Year 7	<p><u>What is a Geographer?</u> This unit covers location and OS maps, building on knowledge from KS2. It encourages geographical questions and enquiry. Students begin to understand the concept of place and location.</p>	<p><u>Ecosystems.</u> This unit looks at the importance of ecosystems in providing a range of services to humans. It includes the study of the Tropical Rainforest, Deserts, and the Tundra. Students explore key processes such as plant and animal adaptations. It includes key concepts that involve both human and physical elements as well as threats to our planet.</p>		<p><u>Asia</u> This unit looks at the physical and human geography of Asia. Students explore the challenges and opportunities facing Asia such as Monsoon flooding and overpopulation. There is a focus on urbanisation, as well as the role of China within the continent and the globe.</p>	<p><u>Natural Hazards.</u> This unit focuses on key physical processes such as plate tectonics. Students study the Earth's structure to help explain the location of earthquakes and volcanoes. Students explore concepts such as risk and vulnerability, asking questions such as 'Why do people live in hazardous areas?'. There is a focus on mitigating and adapting to natural hazards.</p>		<p><u>The UK Economy</u> This is a continuation of the What is a Geographer unit, introducing and practising core skills, including mapping, graphical and IT skills using the UK as the theme. Students study key aspects of the economy such as primary, secondary, tertiary and quaternary sectors. Ideas of trade and globalisation are also introduced here.</p>	<p><u>Weather and Climate.</u> This unit covers different weather concepts and how we measure and record weather. Key concepts within physical geography such as hydrology and the water cycle are studied here, helping students to understand why we get differing weather patterns both locally, and globally. This also includes a local field study.</p>



KS3 Curriculum Map: Geography

<p>Year 8</p>	<p><u>Development</u> This unit focuses on how money is spread around the world. Students explore ideas of inequality and deprivation and ask geographical questions such as 'Why are people living in poverty?'. This is studied both at a local and a global level so students appreciate that poverty isn't just reserved for the 'third world'. Students explore how other countries support development, including gender inequalities.</p>	<p><u>Population Change</u> This unit focuses on the key drivers of population change, looking both natural and human causes, by looking at why people migrate. It explores the need for balance and the issues associated with both under- and over- population. Students ask questions such as 'Can we control population?' through the case study examples of China and Russia. There is also a strong focus on urbanisation and how this is driving and being driven by, population.</p>	<p><u>Africa</u> This unit looks at the physical and human geography of Africa. It addresses common misconceptions associated with Africa, and explores how the history of Africa has shaped present day. Students focus on the link between human and physical processes, and the challenges physical geography can present to human communities. This is done through a case study on the Sahel region. There is also a focus on overpopulation and development, allowing students to make effective comparisons with previous topics, across a diverse continent.</p>	<p><u>Rivers</u> This unit focuses on key physical geography concepts such as hydrology. It explains the physical processes that rivers undergo, with a particular focus on erosional. There is a focus on how human and physical processes interact to shape and change landscapes. Students explore how humanity activity relies on the effective functioning of river systems through the example of flooding, which involves looking at a case study. This unit also includes a fieldwork enquiry.</p>	<p><u>Coasts</u> This unit explores what happens when land meets the sea. There is a strong focus on physical processes such as erosion, and how these have shaped our landscapes. There is a clear link between humans and the physical environment, in which students study how and why coasts are important and the impact coastal processes can have on human communities. Students explore the options that can be taken to minimise the damage of coastal erosion, through a focus on a case study of Holderness.</p>	<p><u>Natural Resources</u> This unit looks at our planet as a natural resource. It has a focus on rocks, soil, oil and how to generate electricity. It explains the importance of renewable resources as sustainable forms of energy for our planet. There is a key focus on the Rainforest, and how it provides many natural resources needed in everyday life. Students will begin to explore the importance of finding alternative solutions for the future.</p>
----------------------	--	--	--	--	---	--



KS3 Curriculum Map: Geography

Year 9	<p>The Middle East. This unit asks why the Middle East is such an important world region. It covers both physical and human geography and aims to help students understand why the region is described as 'diverse'. It covers key aspects that have been previously studied in other years such as population, the economy, ecosystems and development. There is also a strong focus on conflict, which</p>	<p>Glaciers This unit looks at how glaciers are formed, how landforms are created, and how our landscapes have been shaped by ice. Key processes such as glacial erosion are explored, with a focus on the Lake District as a case study. Students also explore the opportunities that glaciation has had on the economy, through the study of tourism in the Lake District. There is also a focus on how glaciers are changing as a result of climate change.</p>	<p>Climate Change This unit focuses on the causes of climate change, by looking at both the natural and human induced greenhouse effect. Students explore the impacts of human activity on the planet, and understand the consequences climate change is having on the planet and human communities. There is a key link here with the Weather and Climate unit studied in Year 7. Students look at what can be done about climate change.</p>	<p>Climate Change This unit focuses on the causes of climate change, by looking at both the natural and human induced greenhouse effect. Students explore the impacts of human activity on the planet, and understand the consequences climate change is having on the planet and human communities. There is a key link here with the Weather and Climate unit studied in Year 7. Students look at what can be done about climate change.</p>	<p>Transition to GCSE – The Living World This unit of work looks at the causes of weather, and explains how weather influences the distribution of biomes/ecosystems around the world. Students learn about a range of different ecosystems, their importance, and how human activity is impacting their existence.</p>	<p>Transition to GCSE - The Living World This unit of work looks at the causes of weather, and explains how weather influences the distribution of biomes/ecosystems around the world. Students learn about a range of different ecosystems, their importance, and how human activity is impacting their existence.</p>



KS3 Curriculum Map: Geography

	Year 7		Intent
Advent 1	<p><u>What is a Geographer?</u> This unit covers location and OS maps, building on knowledge from KS2. It encourages geographical questions and enquiry.</p>		<p>Prior learning: Baseline assessment to gauge prior learning in KS2. NC links: Locational knowledge and basic geographical skills. Knowledge/skills: Maps and where places are in the world, basic map and compass, understanding of human and physical geography and the key differences. Future links: The unit has a vision of progression that covers the whole of KS3 and will be re visited throughout years 7, 8 and 9. Cross curricular: Maths, ICT, Art.</p>
Advent 2	<p><u>The Economy and the UK.</u> This unit looks at the different types of economy from local to global economies. It develops understanding of business in the UK and world trade.</p>		<p>Prior learning: Builds on skills learned in unit 1. NC links: Human geography relating to economic activity in the primary, secondary, tertiary and quaternary sectors Knowledge/skills: Geographical terminology, geographical data such as OS maps, statistics, graphs and aerial photography. Future links: Trade and globalisation in future units. GCSE population and urbanisation 2.2. Cross curricular: PSHE (careers and communities), Maths, ADT (Aerial photography).</p>
Lent 1	<p><u>Eco systems.</u> This unit include the rainforest, the arctic tundra and deserts. It includes key concepts that involve both human and physical elements as well as threats to our planet.</p>		<p>Prior learning: Location and places in the world, maps, key terminology (human, physical). NC links: Locational knowledge of hot and polar deserts, changing landscapes. Knowledge/skills: Physical geography and places in the world, key geographical terminology, eco systems changes due to climate change, processes and interactions with eco systems, adaptability and sustainability. Future links: Links with the climate change and glacier units of works later in KS3. Cross curricular: History, PSHE (climate change), ADT.</p>



KS3 Curriculum Map: Geography

Lent 2	<u>How is Asia being transformed?</u> This unit covers both human and physical changes in China and India. It discusses how Asia is developing into an important global economic region.	Prior learning: Builds on KS2 knowledge of where places are in the world, Year 7 retrieval of eco systems and weather/climate NC links: Locational and place knowledge, weather, climate, population and urbanisation; a study of Asia. Knowledge/skills: Interpretation of climate maps, graphs, statistics, atlas and photograph analysis. Future links: Decision making and the varying nature of human and physical relationships which are skills required at GCSE. Cross curricular: PSHE (global citizenship)
Pentecost 1	<u>Weather and Climate.</u> This unit covers different weather concepts and how we measure and record weather, including a local field study.	Prior learning: Builds on KS2 knowledge of where places are in the world, Year 7 retrieval of eco systems and weather/climate NC links: Locational and place knowledge, weather, climate, population and urbanisation; a study of Asia. Knowledge/skills: Interpretation of climate maps, graphs, statistics, atlas and photograph analysis. Future links: Decision making and the varying nature of human and physical relationships which are skills required at GCSE. Cross curricular: PSHE (global citizenship), Maths, ADT, ICT, RE.
Pentecost 2	<u>Natural Hazards.</u> This unit covers tectonic plates, earthquakes, volcanoes and Tsunamis. It discusses how people manage risk by living near volcanoes.	Prior learning: KS2 volcanoes and earthquakes. NC links: Physical geography relating to plate tectonics. Knowledge/skills: Plate tectonics, prediction, prevention and management of natural hazards, map and data interpretation, case studies in depth. Future links: Theme 3 tectonic landscapes and hazards GCSE. Cross curricular: Science, ADT, Maths.



KS3 Curriculum Map: Geography

	Year 8		Intent
Advent 1	<p><u>What is development?</u> This unit is all about how money is spread around the world. It questions why people are living in poverty and how other countries support development, including gender inequalities.</p>		<p>Prior learning: Units 1, economy, weather and climate, Asia. NC links: Human Geography such as population and urbanisation, international development and economy. Knowledge/skills: Understand global patterns of development, inequality and poverty, government aid, world case studies, interpretation of statistics. Future links: GCSE unit 6 and 7. Middle East unit in Year 9. Cross curricular: Maths, PSHE.</p>
Advent 2	<p><u>How are populations changing?</u> This unit leads on from development by looking at why people migrate, how the world's populations are changing and why, the issues associated with over and underpopulation, as well as the solutions to address this.</p>		<p>Prior learning: Leading on from the previous unit of development, Unit 1, economy, Asia. NC links: Locational knowledge, population and urbanisation. Knowledge/skills: Population control, migration, building cities, global population distribution including Russia and China, Demographic Transition Model, statistics, data, OS maps and graphs. Future links: Middle East In Year 9, GCSE unit 2 – Rural/Urban migration.</p>
Lent 1	<p><u>Africa.</u> This unit looks at the challenges and opportunities facing Africa. It includes both the physical and human challenges in the continent as well as its links with China.</p>		<p>Prior learning: Eco systems, weather and climate, rivers and plate tectonics. NC links: Locational and place knowledge, economic activity. Knowledge/skills: Colonial history, physical landscapes, climate, economy, population distribution, links with Asia, challenging stereotypes, maps, data and atlas work. Future links: GCSE locational knowledge of another country, map and fieldwork skills such as presenting geographical data, Middle East Unit Year 9. Cross curricular: Maths, History, PSHE, ADT.</p>
NC Lent 2	<p><u>Why are rivers important?</u> This unit explains the physical processes that rivers undergo, including flooding. It includes a fieldwork enquiry.</p>		<p>Prior learning: Economy unit and Asia unit. NC links: Physical geography of rivers, human interaction with rivers and fieldwork enquiry. Knowledge/skills: Fieldwork and data collection/analysis, key geographical terminology, landforms and OS map comparisons. Future links: GCSE Landforms and Processes 1.2, Drainage Basins of the UK 1.3, fieldwork skills. Cross curricular: Maths, ADT.</p>



KS3 Curriculum Map: Geography

Pentecost 1	<p><u>Coasts.</u> This unit explores what happens when land meets the sea. It looks at different landforms and shows how our landscape is shaped. The main focus is a case study of Holderness.</p>	<p>Prior learning: Unit 1, economy, rivers, KS2 seaside resorts. NC links: Physical landscapes, weathering and coasts. Knowledge/skills: Landforms created from erosion, deposition and transportation, coastal management strategies, use of coasts, geology of coasts, OS maps, aerial and ground level photography. Future links: Glaciation in Year 9, GCSE Unit 1 Landform process and change, Unit 4 Managing coastal hazards. Cross curricular: Maths, PSHE (communities),</p>
Pentecost 2	<p><u>Is earth running out of natural resources?</u> This unit looks at our planet as a natural resource. It has a focus on rocks, soil, oil and how to generate electricity.</p>	<p>Prior learning: KS2 knowledge of biomes, eco systems, Unit 1. NC links: Rocks and weathering, human geography and the use/management of natural resources. Knowledge/skills: Key geographical terminology, natural resources such as oil, water and electricity, rainforest, renewable energy, Earth's spheres, composition and formation of rocks and soils. Future links: Unit 5 Processes and interactions with eco systems, resources and their management. Cross curricular: Science, ADT, PSHE.</p>



KS3 Curriculum Map: Geography

	Year 9		Intent
Advent 1	<p><u>The Middle East.</u> This unit asks why the Middle East is such an important world region. It covers both physical and human geography as well as the vast difference in their economy.</p>		<p>Prior learning: Economy, trade, development, natural resources, populations change, plate tectonics and migration. NC links: Locational knowledge of the Middle East, international development and economy. Knowledge/skills: Physical landscape, conflict and controversy, impact of plate tectonics in the region, oil and the economy, water scarcity, climate graphs, atlas maps, photographs, statistics, graphs. Future links: Locational knowledge of the world's continents and regions, cultural and political contexts, case study analysis, geographical skills. Cross curricular: Maths, ADT, PSHE, RE.</p>
Advent 2	<p><u>Glaciers</u> This unit looks at how glaciers are formed and how landforms are shaped. It discusses the importance of how ice changes the world and the impact of climate change on the earth's future.</p>		<p>Prior learning: Processes of erosion, transportation and deposition, natural resources, weather and climate, rivers and coasts. NC links: Key processes in physical geography relating to glaciation. Knowledge/skills: Glacial landforms, OS maps, the changing nature of glaciers, case studies. Future links: Use of maps, atlases, GIS, formulating enquiry and argument, physical processes and change. Cross curricular: Science, Maths, ADT.</p>
Lent 1	<p><u>Climate Change</u> This unit focuses on the causes of climate change and explores the concepts of natural and human induced climate change. Students look at ways in which they can reduce their carbon footprint, and the methods that societies are undertaking to reduce climate change.</p>		<p>Prior learning: Weather and climate, human and physical interactions, natural hazards, overpopulation NC links: Key processes relating to human and physical interaction. Knowledge/skills: Understanding human and physical causes of climate change, data analysis, global patterns of climate change, identifying trends, graph work. Future links: Data analysis, GCSE living world, formulating arguments. Cross curricular: Science, Maths, Biology</p>
Lent 2	<p><u>Climate Change</u> This unit focuses on the causes of climate change and explores the concepts of natural and human induced climate change. Students look at ways in which they can reduce their carbon footprint, and the methods that societies are undertaking to reduce climate change.</p>		<p>Prior learning: Weather and climate, human and physical interactions, natural hazards, overpopulation NC links: Key processes relating to human and physical interaction. Knowledge/skills: Understanding human and physical causes of climate change, data analysis, global patterns of climate change, identifying trends, graph work.</p>



KS3 Curriculum Map: Geography

Pentecost 1	<u>GCSE – The Living World Ecosystems</u>	As with the previous unit of work, this will allow the students to understand how to use different methods to present data. This is a cross curricular skill that will use graphs, charts and written analysis. GCSE will be introduced in this term.
Pentecost 2	<u>GCSE</u>	Students will start Unit 2 of the Geography GCSE. This unit of rural to urban links has been chosen as it is a less challenging topic that a Year 9 cohort of students should be able to cope with and will be able to consolidate all their skills from KS3.

