



# Geography Key Stage 3 Curriculum Overview

Key Stage 3 Curriculum Journey: Geography Year 7

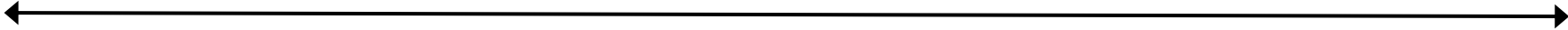
	<p>Week 1 <span style="float: right;">Week 39</span></p>		
	<i>What is my place in the world?</i>	<i>Tourism adventures</i>	<i>Extraordinary Earth</i>
Key content (know that...Know how...)	<p>This topic looks at what geography means to our students. They will gain an understanding of what Geography is and why we study the subject. Students will gain a better understanding of the local area as well as the rest of the UK, Europe and our place in the world. This topic introduces a number of key geographical skills to students including grid references, use of statistics, data presentation and many more skills a geographer requires. These skills are not only helpful throughout our whole geography curriculum but they are also great life skills too.</p>	<p>This topic looks at tourism. Students learn about the different types of tourism using British examples and discuss potential conflicts between different stakeholders. Students complete their first geographical enquiry looking at where people go on holiday and students are introduced to the different sections within an enquiry. Students to continue to build on the geographical and statistical skills introduced in 'What is my place in the World?'</p>	<p>This topic looks at a range of extraordinary places around the World and uses each place to study a range of both physical and human processes affecting that country. For example, using Svalbard to understand the difference between weather and climate and Las Vegas to understand the issues of water shortages.</p>
Prior Knowledge – KS2 NC & Hawtkley knowledge	<p>At key stage 2 students will have already begun to look at basic map and statistical skills and been exposed to a range of maps on a variety of scales. Some will have completed basic map skills such as compass points and grid references.</p>	<p>At key stage 2 students will have already begun to look at basic map and statistical skills and been exposed to a range of maps on a variety of scales. Some will have completed basic map skills such as compass points and grid references.</p> <p>Students will already have some understanding of the physical and human features of the UK.</p>	<p>At key stage 2 students will have already begun to look at basic map and statistical skills and been exposed to a range of maps on a variety of scales. Some will have completed basic map skills such as compass points and grid references.</p> <p>Students will have studied a range of different countries at key stage 2 and began to understand key physical and human processes affecting different places.</p>

KS3 National Curriculum Links	The KS3 Geography national curriculum wants students to build on their knowledge of globes, maps and atlases, this is a great topic to allow students to gain these skills. The students will get many opportunities to look at a range of maps at many different scales from local to global. Another focus of the national curriculum is to extend their locational knowledge this topic allows students to do this on many scales from local to global.	The KS3 Geography national curriculum wants students to build on their knowledge of physical and human processes and how human actions can affect the landscape around them. The curriculum will extend their locational knowledge this topic allows students to do this on many scales from local to national. It also wants students to become proficient in the completion of geographical enquiries.	The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a range of scales. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. Students continue to embed key map, geographical and statistical skills.
Assessments	HT 1 Diagnostic lesson 7 – assessment of: <ol style="list-style-type: none"> <li>1. Oceans and continents</li> <li>2. Direction and compass points</li> <li>3. Map symbols</li> <li>4. Grid references (4 and 6)</li> <li>5. Longitude and latitude</li> </ol> <p>End of HT 2 - Composite assessment on knowledge from HT 1 and HT 2 assessment.</p>	Diagnostic feedback – Tourism fieldwork enquiry. End of HT 4 – Composite assessment on knowledge from HT3 and 4.	Diagnostic feedback – Machu Picchu. End of Year composite assessment on knowledge from HT 5 and 6.

Key Stage 3 Curriculum Journey: Geography Year 8						
	Week 1					Week 39
	<i>Our Amazing Island</i>	<i>Population</i>	<i>Water works</i>	<i>Europe</i>	<i>Antarctica and climate change</i>	<i>Global biomes</i>
Key content (know that...Know how...)	<p>This topic looks at the islands we call home the British Isles. With a focus on our home, we study the reasons for our unique British climate and impact of the Ice age and tectonic processes on our island. Students then learn about different ways to classify employment and look locally at how employment has changed in Wigan. Finally, students investigate both tertiary and quaternary jobs within the UK.</p>	<p>This topic looks at the different factors that affect population. Students learn about the demographic transition model and focus on countries at different stages of the model and the issues they face. Then students learn about the push and pull theory of migration and apply it to Mexico-USA migration. Finally, student look at how the UK's population has changed overtime.</p>	<p>This topic looks at the physical processes taking place in a river and how they shape the land around them. Students learn about the effects and responses of flooding focusing on Storm Ciara. A geographical enquiry relating to flood defences in Mytholmroyd takes places within this topic.</p>	<p>This topic looks at a range of countries around Europe and uses each location to study both physical and human processes affecting that country. Human processes including compare levels of development on the continent of Europe. Whilst physical processes include Italy 2016 earthquake and coastal features of the Greek coastline.</p>	<p>This topic begins with a focus on the unique environment that is such a special place. Looking at the threats to Antarctica allows students to the learn about climate changes and how people can respond to the challenge it is creating.</p>	<p>This topic looks at the major global biomes. Students learn about the key characteristics of each biome and the potential threats facing them and why it is important we protect them.</p>

<p>Prior Knowledge</p>	<p>During Year 7 students have already begun to look at how Wigan has changed overtime. They will also have had an introduction to weather and climate.</p>		<p>During Year 7 students will have already competed their first geographical enquiry and learnt the difference between weather and climate.</p>	<p>During Year 7 students will have learnt about the European union and key features of the continent of Europe.</p>	<p>During Year 7 students will have learnt about location of major oceans and continents.</p>	<p>During Year 7 students will have learnt about location of major oceans and continents and the polar biome in Svalbard.</p>
<p>KS3 National Curriculum Links</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a national scale. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. Students continue to embed key map, geographical and statistical skills.</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a global scale. The topic focuses on human geography. This topic builds on their knowledge of globes, maps and atlases.</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a global scale. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. The topic teaches students how human activity relies on effective functioning of natural system. The curriculum also wants students to become proficient in the completion of geographical enquiries.</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a global scale. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. The topic teaches students how human activity relies on effective functioning of natural system. Students continue to embed key map, geographical and statistical skills.</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a regional scale first and then globally. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. The topic teaches students how human activity relies on effective functioning of natural system. Students continue to embed key map, geographical and statistical skills.</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a global scale. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. The topic teaches students how human activity relies on effective functioning of natural system. Students continue to embed key map, geographical and statistical skills.</p>

<b>Assessments</b>	Diagnostic feedback – Giants causeway tectonic processes.	End of HT 2 – Composite assessment on knowledge from HT1 and 2.	Diagnostic feedback – Storm Ciara effects and responses.	End of HT 4 Composite assessment on knowledge from HT 3 and 4.	Diagnostic feedback – animal adaptation.	End of Year composite assessment on knowledge from HT 5 and 6.

	Week 1  Week 39					
	<i>Asia</i>	<i>Tropical rainforests</i>	<i>Tectonics</i>	<i>Resources</i>	<i>Africa</i>	<i>Weather hazards</i>
<b>Key content</b> (know that...Know how...)	<p>This topic focuses on contrasting Asia countries. Whilst looking at Russia students learn about the World's largest diamond mine. By studying China, students learn about the World's largest dam. Students compare UK schools with Japanese schools and consider the impact of tourism on Thailand.</p>	<p>This topic focuses on the valuable global biome tropical rainforests. Students learn about their unique structure and features and animal adaptations. Students look at the human impact on this biome and how it can be reduced.</p>	<p>This topic gives students a more in depth look at tectonic hazards. They learn about plate tectonic theory and then contrast two earthquakes from areas of different wealth studying effects and responses. Students also learn about volcanoes and how to reduce their impacts.</p>	<p>This topic focuses on the management of resources essential to human needs (food, energy and water). Students also look at the impact of fast fashion on the local environment. As part of this topic students complete their third geographical enquiry about microplastics.</p>	<p>This topic focuses on Africa as a contrasting continent. Students study the more developed South Africa and compare it with the DRC. They learn about the Sahara and Madagascar. Finally, students look at how squatter settlements can be improved.</p>	<p>This topic gives students a more in depth look at climatic hazards. They look at structure and formation of tropical storms and impacts and responses to a range of other climatic hazards including tornadoes, heatwaves and wildfires.</p>
<b>Prior Knowledge</b>	<p>During Year 7 students have already learnt the basic map skills and had an introduction to tourism and looked at 4 contrasting Asia countries.</p> <p>During Year 8 students have looked at climatic zones in the UK and how employment has changed in the British Isles. They have studied factors affecting global population and the location and characteristics of major global biomes.</p>	<p>During Year 7 students have already learnt the basic map skills and looked at key features of a South American country. They have studied the difference between weather and climate.</p> <p>During Year 8 students have compared European climatic zones with the British Isles. They have also studied climate changes and how its impacts can be reduced. They have looked at the key features of a tropical rainforests.</p>	<p>During Year 7 students have already learnt the basic map skills and looked at key features of a volcano.</p> <p>During Year 8 students have studied tectonic processes creating the Giant's causeway and effects and responses of the Italian earthquake and Icelandic eruption.</p>	<p>During Year 7 students have already learnt the basic map skills and look at issues facing variety of places around the World including water shortages in Las Vegas.</p> <p>During Year 8 students learnt about the water cycle. They also studied how we can measure development and the cause and impact of climate change.</p>	<p>During Year 7 students have already learnt the basic map skills and looked at the lifestyle of the Maasai mara.</p> <p>During Year 8 students have studied factors affecting population and how we can measure development. They have also studied key characteristics of deserts.</p>	<p>During Year 7 students have already learnt the basic map skills and key features of Asian countries.</p> <p>During Year 8 students have looked at the causes and responses to flooding.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">KS3 National Curriculum Links</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a global scale. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. The topic teaches students how human activity relies on effective functioning of natural system.</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a global scale. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. The topic teaches students how human activity relies on effective functioning of natural system.</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a global scale. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. The topic teaches students how human activity relies on effective functioning of natural system.</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a global scale. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. The topic teaches students how human activity relies on effective functioning of natural system. The curriculum also wants students to become proficient in the completion of geographical enquiries.</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a global scale. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. The topic teaches students how human activity relies on effective functioning of natural system.</p>	<p>The KS3 Geography national curriculum wants students to extend their place knowledge and this topic allows them to do this on a global scale. It continues to build on their knowledge of physical and human processes and the impacts people can have on their surroundings. The topic teaches students how human activity relies on effective functioning of natural system.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessments</p>	<p>Diagnostic feedback- 3 gorges dam.</p>	<p>End of HT 2 – Composite assessment on knowledge from HT1 and 2.</p>	<p>Diagnostic feedback -impacts of an earthquake in a HIC.</p>	<p>End of HT 4 – Composite assessment on knowledge from HT3 and 4.</p>	<p>Diagnostic feedback – improving squatter settlements.</p>	<p>End of Year composite assessment on knowledge from HT 5 and 6.</p>