



Curriculum overview KS3

| Subject: GEOGRAPHY | Components of [subject] | 'Core' knowledge | 'Hinterland' knowledge |
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| | <p style="text-align: center;"><u>What new knowledge do we introduce?</u></p> <p>The progression framework shows how the Progress in Geography units are mapped to the National Curriculum, through three progression strands:</p> <ul style="list-style-type: none"> • World locational knowledge • Geographical understanding • Geographical skills <p>Each module and indeed each lesson should aid students in furthering their knowledge in these 3 areas, as the national curriculum outlines. It is key to note that the modules are diverse, and do not use GCSE case studies or topics, but are directly linked to the GCSE assessment objectives.</p> <p style="text-align: center;"><u>What does this knowledge teach pupils?</u></p> <p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> | <p>By the end of KS3, students should be able to demonstrate progress in the following Core and Hinterland knowledge: <i>See columns below.</i></p> | |
| Year 7 | Year 8 | | |



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| <p>Autumn 1 <i>September - October</i></p> | <p>Unit 1: What is a Geographer? Baseline test Recap on KS1/2 What skills and knowledge does a Geographer have? Map skills – OS maps (4 and 6 figure grid references, map symbols, height, drawing a cross section) Atlas maps (how to use an atlas, how to construct a key and complex key, longitude and latitude). Recap on continents, oceans Settlement hierarchy and services</p> <p>This is important because it lays the foundation for all future Geography lessons with skills, locational information and general knowledge to build a good base. Students require these skills to access the rest of their Geography curriculum for KS3. It also lets us assess how much knowledge and skills they have been taught at KS2 and what plugs we need to fill.</p> | <p>*Unit 11: Will we ever know enough about earthquakes and volcanoes to live safely?</p> <p>Link to Paper 1 – Tectonic Hazards</p> <p>This is important as it links to the previous topic of spheres with specific reference to the lithosphere. It starts to develop students understanding of examples and case studies and locational knowledge learnt in the first topic covered in year 7.</p> | <p>*Unit 2: Is the Earth running out of natural resources?</p> <p>Link to Paper 1 – tectonic hazards/paper management 2 – resource</p> <p>This is important because it consolidates the information learnt in the first unit ‘What is a Geographer’ and links it to the earth’s spheres and why different spheres are important. Explicit links to soils, rainforests, and natural resources. Further developing students’ knowledge of the wider world.</p> | <p>Locational knowledge: <i>extend their locational knowledge and deepen their spatial awareness of the world’s countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</i></p> <p>Place knowledge: <i>Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia (China or India, Thailand?)</i></p> | <p>The application of this knowledge should allow students to partially or fully develop skills that are not necessarily taught but are inherently transmitted in the application of the knowledge that is taught. We envisage the curriculum should enable students to:</p> <ul style="list-style-type: none"> • develop their curiosity and fascination about the world and its people • engage and enjoy their studies, developing a passion and commitment to learning about our planet and its rich diversity • expand their world knowledge of places and |
| <p>Autumn 2 <i>November - December</i></p> | <p>Unit 2: Is our earth running out of natural resources? Link to Paper 1 – tectonic hazards/paper 2</p> | <p>*Unit 5: Is the geography of Russia a curse or a benefit?</p> | <p>* Unit 10: How is Asia being transformed? In this regional unit</p> | <p>Human and physical geography</p> | |



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| | <p>– resource management</p> <p>This is important because it consolidates the information learnt in the first unit ‘What is a Geographer’ and links it to the earth’s spheres and why different spheres are important. Explicit links to soils, rainforests, and natural resources. Further developing students’ knowledge of the wider world.</p> | <p>Link to Paper 2 – NEEs</p> <p>This is important as it is the study of a large case study and the assessment will be to recall knowledge. This is helping students develop the skills which may be needed if they take Geography at GCSE. This topic has links to human and physical Geography and introduces the idea of climate affecting the physical environment and then affecting its human Geography. It links many Geographical factors and shows clear progression from their first topic which is skills based, through the topics which offer lots of examples to build on a clear and detailed case study.</p> | <p>Students apply their prior understanding of key concepts introduced in previous chapters to investigate Asia. The activities build on key concepts (weather and climate, biomes, urbanisation, population, economic activity and development) which Students have previously covered and ask them to revisit maps, data and information to progress their learning. Pupils will study the region at a range of scales from the global to the local to expand their place knowledge.</p> | <ul style="list-style-type: none"> • <i>understand, using detailed place-based exemplars at a variety of scales, the key processes in:</i> <p>Physical geography <i>relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</i></p> <p>human geography <i>relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources:</i></p> | <p>their locations u investigate places at all scales, from the personal to the global</p> <ul style="list-style-type: none"> • consider what places are like and how they are changing, recognising that the past helps to explain the present • progress their understanding of the big ideas of geography – place, space, scale, diversity, interdependence, physical and human processes, sustainability • appreciate the world as a whole and understand that natural and human landscapes are interdependent |
| <p>Spring 1 January - February</p> | <p>Unit 11: Will we ever know enough about earthquakes and volcanoes to live safely?</p> | <p>Unit 7: What is development?</p> | <p>Unit 12: What are the opportunities and challenges facing Africa?</p> | <p><i>understand how human and physical processes interact to influence and</i></p> | |



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| | <p>Link to Paper 1 – Tectonic Hazards</p> <p>This is important as it links to the previous topic of spheres with specific reference to the lithosphere. It starts to develop students understanding of examples and case studies and locational knowledge learnt in the first topic covered in year 7.</p> | <p>Link to Paper 2 – Challenges in the human environment - The development gap</p> <p>Possible locational and place knowledge: We look at Rio and Lagos at GCSE, and how tourism in Jamaica can help reduce the development gap</p> <p>NEE case study – China</p> <p>Location of China</p> <p>Chinas’ trading partners</p> <p>Population distribution of China</p> <p>Rural-urban migration in China</p> <p>Three Gorges Dam Project</p> <p>NEE case study – Lesotho</p> <p>Location of Lesotho</p> <p>Highland Water Project</p> | <p>(link to Nigeria – a NEE) Paper 2- challenges in the human environment</p> <p>Pupils will explore the physical geography and colonial history of Africa to give them a grounding upon which to build when studying the development of African countries. Links with History – colonialism and slavery. Pupils will have gained an understanding at key stage 2 when studying a smaller contrasting non-European country. They may also may know about Africa through family connections, holidays and the media.</p> | <p><i>change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</i></p> <ul style="list-style-type: none"> • Geographical skills and fieldwork • build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field • interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs | <p>and interconnected, formed by physical and human processes</p> <ul style="list-style-type: none"> • develop a comprehensive understanding of the issues facing a diverse range of places and people now and in the future • extend their spatial awareness, routinely using a wide range of maps effectively to investigate places • develop their understanding of, and ability to use geographical terminology, as a matter of routine, to communicate |
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| | | <p>Global economy and trade</p> <p>Helps to give pupils an understanding of the human geography of the planet and how resources are being depleted</p> | | <ul style="list-style-type: none"> • use Geographical Information Systems (GIS) to view, analyse and interpret places and data • use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information | <p>their ideas and understanding, through maps, discussion, debate and writing at length</p> <ul style="list-style-type: none"> • explore the world through increasingly complex, independent geographical enquiry • investigate and ask their own geographical questions • make sense of people and places using a wide range of geographical data • think critically about different viewpoints when investigating places • reflect on places |
| <p>Spring 2 March - April</p> | <p>Fantastic Places</p> <p>An introduction to extreme environments Links to Paper 1 – The Living World – hot and cold environments</p> <p>This is important as it gives students a wider understanding of the world outside their Suffolk bubble. It links to the prior unit of natural resources and the lithosphere. It gives students more examples and case study knowledge of a variety of places.</p> | <p>Unit 14: Why is the Middle East an important world region?</p> <p>Gives students a broad coverage of this diverse region. Links with conflict so relevant – and outstanding geopolitical developments in this region. Y8 are more mature so would gain a better understanding than in if covering this in Year 7. Relevance and political awareness in the current climate. Also links to British value – tolerance.</p> | <p>Unit 13: How does ice change the world?</p> <p>Link to Paper 1- UK physical landscapes – Glaciation Having studied world climate and melting sea ice in the Arctic ocean students will develop their understanding of how ice impacts the landscape. Some of the concepts of weathering and erosion have been previously taught in Rivers and Coasts.</p> | <p>Core application of Geography in school setting:</p> <p>Ebac - Geography and History form the backbone of the EBACC and therefore are critical parts of developing student knowledge about the world and its history. Additionally, both subjects assist students in</p> | |



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| <p>Summer 1 <i>April - May</i></p> | <p>Unit 5: Is the geography of Russia a curse or a benefit?</p> <p>Link to Paper 2 – NEEs</p> <p>This is important as it is the study of a large case study and the assessment will be to recall knowledge. This is helping students develop the skills which may be needed if they take Geography at GCSE. This topic has links to human and physical Geography and introduces the idea of climate affecting the physical environment and then affecting its human Geography. It links many Geographical factors and shows clear progression from their first topic which is skills based, through the topics which offer lots of examples to build on a clear and detailed case study.</p> | <p>Unit 8: One planet, many people: How are populations changing?</p> <p>Links to paper 2 – challenges in the human environment</p> <p><i>Focus on migration, settlement and urbanisation could introduce Rio or Lagos</i></p> <p>School based fieldwork unit</p> <p>Links to paper 3 – Geographical applications:</p> <p>Traffic management, Raw materials and recycling Visit to Amey Cespa.</p> <p>There is now an explicit skills paper on the GCSE (Paper 3) and skills are tested throughout. This</p> | <p>Unit 15: What is the future for the planet?</p> <p>PAPER 1 - climate change Raw materials and recycling</p> <p>Climate change is an inevitable and intriguing part of geopolitics that concurrently is being analysed in geography due to the processes that create it.</p> <p>Geographers are not only looking at the causes of climate change, but the impacts on industry and individuals alike. Not only does this indicate a relevance to current affairs but also that it is suitable to be taught at almost any point during or at the end of the topic. We have justifiably chosen it to be the final topic as by this point, student's scientific and</p> | <p>developing their ability to weigh-up evidence, evaluate and create their own arguments that can be articulated in both the written and verbal form. Each subject leads to further study in KS4 and beyond – therefore requiring equitable time on the curriculum.</p> | <p>and people they investigate</p> <ul style="list-style-type: none"> • justify their own views in reaching conclusions |
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| | | <p>unit highlights the skills pupils have been taught over the past 2 years and then teaches some GCSE skills e.g. how to calculate the inter-quartile range.</p> <p><i>Follows on nicely from the Development and Economy topics earlier in the Year.</i></p> | <p>geographical knowledge will be at its most extensive at this point during the KS3 curriculum. CC being a topical, expansive and wholly encompassing topic across the physical, human and political perspective means it will benefit most from this position.</p> | | |
| <p>Summer 2 June - July</p> | <p>Unit 10: How is Asia being transformed? Thailand</p> <p>This follows on from the unit on Russia to give another case study example which is contrasting to Russia. It discusses its human and physical features which allows students to use everything they have learnt so far in year 7. It also has key information which is topical e.g. Deforestation, urbanisation and independence.</p> | <p>*Fantastic Places</p> <p>An introduction to extreme environments Links to Paper 1 – The Living World – hot and cold environments</p> <p>This is important as it gives students a wider understanding of the world outside their Suffolk bubble. It links to the prior unit of natural resources and the lithosphere. It gives students more examples and case study knowledge</p> | <p>*Fantastic Places</p> <p>An introduction to extreme environments Links to Paper 1 – The Living World – hot and cold environments</p> <p>This is important as it gives students a wider understanding of the world outside their Suffolk bubble. It links to the prior unit of natural resources and the lithosphere. It gives students more examples and case study knowledge</p> | | |



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| | | of a variety of places. | of a variety of places. | | |
| <p>How is student progress assessed?</p> <p>Each Unit of Work is provided with a formative end of unit assessment which encompasses 10 lessons worth of learning for pupils. Questions will focus on knowledge recall. They will cover data-focussed questions, focussing on Geography’s mathematical and problem-solving applications, and written, argument and persuasive writing questions, where fact must be interlinked to provide application to points raised.</p> <p>Every lesson in Geography will start with a silent Do Now, for 5 to 8 minutes, which is recall of previously learnt knowledge. There is feedback on this every lesson. But, there is no requirement to record these on GO. Students should complete Do Now tasks in the fronts of their books, writing the question and response. Every lesson will finish with an Exit Task, for 8-20 minutes, which is completed in silence. These will be used to enable Students to apply knowledge to a piece of extended writing.</p> | | <p>Opportunities</p> <p>Trips and visits:</p> <p>Enrichment: These are in the individual curriculum plans as each topic has different opportunity possibilities.</p> | | <p>Resources</p> <p>Hodder Dynamic Learning package 20 x Hodder dynamic learning textbooks Laptop or iPads required at some stages</p> | |
| <p>Geography national curriculum aims:</p> <p>With a series of 16 topics, varied in their concepts, ranging from physical and human geographies, which are intertwined often per lesson, there is ample opportunity for students to</p> | <p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • They are competent in the geographical skills needed to: <ul style="list-style-type: none"> • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes | | | | |



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| <p>explore and develop their geographical knowledge in line with the national curriculum.</p> | <ul style="list-style-type: none">• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)• Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length |
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