Sybil Andrews Academy – Geography – KS3 Curriculum Overview

<table>
<tr><td>Subject: GEOGRAPHY</td><td colspan="3">Components of [subject]</td><td>‘Core’ knowledge</td><td>‘Hinterland’ knowledge</td></tr>
<tr><td></td><td colspan="3"><u>What new knowledge do we introduce?</u>
The progression framework shows how the Progress in Geography units are mapped to the National Curriculum, through three progression strands:
• World locational knowledge
• Geographical understanding
• Geographical skills
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.

<u>What does this knowledge teach pupils?</u>

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.</td><td colspan="2">By the end of KS3, students should be able to demonstrate progress in the following Core and Hinterland knowledge: See columns below.</td></tr>
<tr><td></td><td>Year 7</td><td>Year 8</td><td>Year 9</td><td></td><td></td></tr>
<tr><td>Autumn 1
September - October</td><td>What is a Geographer?

This is important because it lays the foundation for all future Geography lessons with skills,</td><td>What is development?

In this unit pupils will tackle the concept of development and how it can be</td><td>How does fire change the world?

Having studied world climate and rising global temperatures</td><td>Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world’s countries,</td><td>The application of this knowledge should allow students to partially or fully develop skills that are not necessarily taught</td></tr>
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	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.	interpreted, measured and compared at a global scale. They will gain powerful knowledge about how we come to see the world and the complexities of development as a constantly changing concept. The broader notion of 'quality of life' is used throughout the unit so that the understanding of development is not focused on economic terms. The world is shown as messy and complex as the world is not split into two (north, south) and the speed of development for countries occurs at different rates. Pupils are given a range of theoretical perspectives recognising multiple definitions of development. A range of factors including gender can be used to explain inequalities operating at a range of scales. Pupils develop the understanding that the geographical knowledge presented is tentative and contested. Students will progress their understanding of economic activity from the	due to the greenhouse effect in Y8, students will develop their understanding of how this will have real life impacts on natural landscapes, with a focus on the increased risk of wildfires. Students will be answering questions, such as: How does fire change the world? How and why do wildfires form and move? Are wildfires a global phenomenom? And could their frequency, intensity and distribution be changing? How do wildfires change the landscape? Can people control wildfires? Students will be able to engage with various geographical skills such as the creation and interpretation of various charts and graphs, as well as revisit the map skills first introduced in year 7. Each topic in the Year 9 curriculum journey will explicitly focus on developing the student's core geographical ability to engage with geography. Students will need to use the skills they have learnt in Year 7 and 8 and elevate these with more advanced questioning and	*using maps of the world to focus on Africa, Asia (including Ghana and India), and the British Isles, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.* ***Place knowledge:*** *Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region. Students will be able to engage with places around the world, exploring diversity within and between different countries.* ***Human and physical geography*** • *understand, using detailed place-based exemplars at a variety of scales, the key processes in:* ***Physical geography*** *relating to: geological timescales and plate*	but are inherently transmitted in the application of the knowledge that is taught. We envisage the curriculum should enable students to: • 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 their locations u investigate places at all scales, from the personal to the global • consider what places are like and how they are changing, recognising that the past helps to

		previous unit to understand how the UK developed. Pupils will study from the global, regional and local scale to see how inequality exists in the world. Pupils will also understand how gender and development can be both a cause and solution of global inequality and assess role of the global community in sustainable development.	information analysis. By the end of Year 9 students will have a comprehensive understanding of how to effectively interpret and respond to the longer style questions at GCSE.	*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* ***human geography*** *relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources:* *understand how* ***human*** *and* ***physical processes*** *interact to* ***influence and change*** *landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems* • **Geographical skills and fieldwork** • build on their knowledge of globes, maps and atlases, and apply and develop this	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 and interconnected, formed by physical and human processes • 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
Autumn 2 *November - December*	**Fantastic Places: Where am I in the world right now?** Over Year 7, students will learn about 5 different "Fantastic Places" through the lens of various physical, human and environmental concepts. This is important as it gives students a wider understanding of the world outside their Suffolk bubble. It consistently links to the first topic by developing the students' map skills when investigating each location. Autumn 2 focuses on the British Isles and encourages an understanding of their position in the rest of Britain. Through this topic, the students will be introduced to various	**What is the future of the Planet?** The students are required to apply what they have learnt as geographers so far to consider what the future might hold. Students will begin this topic by being introduced to climate change as a controversial issue, in that different people have conflicting viewpoints. In subsequent lessons, pupils consider the evidence and the causes and consequences of climate change. This, in part, involves a hunt for a breadcrumb trail partly created throughout	**Why are our oceans so important?** Students will use this topic to explore the wonders of our oceans in an attempt to highlight the importance of them for all living things. The topic will culminate with an investigation into how humans are damaging the oceans (linking to the Year 8 topic "What is the future of the Planet?") and students will need to use their knowledge from the topic so far to engage with why our impacts are so significant. This topic will link to topics in Year 7 such as "Fantastic Places: Why are there so many		

	geographical keywords and skills, such as climate graphs and choropleth maps that they will use again to explore other locations.	Year 7 and Year 8. Pupils consider the consequences for the UK before conducting an enquiry of Antarctica. In terms of the future, pupils consider what can be done internationally as a result of the Paris Climate Agreement before considering their own personal response as a geographer.	biomes across Argentina?" as the students will discover what the ecosystem of coral reefs are and what makes the ecosystem so fragile and so vital. A secure understanding of ecosystems will aid students when learning about the living world at GCSE.	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 • 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 **Core application of Geography in school setting:** **Ebac -** Geography and History form the backbone of the EBACC and therefore are critical	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 their ideas and understanding, through maps, discussion, debate and writing at length • 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
Spring 1 *January - February*	**Fantastic Places: Does Iceland know enough to live safely with earthquakes and volcanoes?** 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. It starts to develop students understanding of examples and case studies and locational knowledge learnt in the first topic covered in year 7. This unit develops pupil understanding of the distribution of earthquakes and volcanoes, the processes responsible for earthquake and volcanic events and the landforms associated with them. They will investigate current knowledge about the prediction, prevention and management of earthquakes	**What happens where the land meets the sea?** From linking to previous topics such as Year 7 (What is a Geographer?) and Year 8 (What is the future of our planet?), Students will understand the human and physical features which could help them answer the question of: What happens where the land meets the sea? Students will understand how erosion, deposition and transportation create and change coastal landforms, understand the importance of geology in shaping the coasts and understand how	**How has money made us so conntected?** Pupils will explore the three main drives of globalisation; improvements in technology/communications, transport and trade and a reduction in cost. Each of these drives can be linked to how the global economy is changing and highlight how we are becoming more and more connected. This topic will start by investigating the theory of the time-space convergence and then explore each main drive through different case studies, such as BT outsourcing call centres to India. This topic will emphasise how current the study of geography is and provide an opportunity		

	and volcanoes and understand why people continue to live in hazardous zones. Pupils will locate the Iceland's major earthquakes and volcanoes, explore the developing theories about plate tectonics and the causes behind these hazardous natural events, and develop an understanding them. The timescales involved are immense and this makes elements of the topic difficult to imagine. Pupils will consider how our knowledge of plate tectonics has evolved, and how volcanologists, seismologists and other scientists conduct fieldwork to better understand the processes involved. This helps pupils to understand that knowledge of plate tectonics, earthquakes and volcanoes has been, and continues to be, developed and tested, rather than just presenting current knowledge as a complete understanding of the topic.	cliffs are weathered. Students will also understand the need for, and impact of, coastal management strategies and the role of soft and hard engineering. Students will use map skills to compare an OS map with aerial photos to identify coastal landforms and ask how people try to manage the coast. They will also make decision about how is best to manage the coast.	for the students to become global citizens by looking at current affairs and introducing many global issues. By the end of the topic, the hope is for students to have a broader understanding of the world around them and the diversity of experiences faced by those around the world. They should be able to comprehend how the study of geography through the exploration of people's lives can help us become more connected, whilst highlighting our responsibility for the quality of life of people all over the world.	parts of developing student knowledge about the world and its history. Additionally, both subjects assist students in 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.	viewpoints when investigating places • reflect on places and people they investigate • justify their own views in reaching conclusions
Spring 2 *March - April*	**Fantastic Places: How is India being transformed?** In this unit pupils apply their prior understanding of key concepts introduced in previous chapters to investigate India. The activities	**One planet, many people: How are populations changing?** Within this topic, students are questioning how populations change across	**Is it good to be so globally conntected?** The students will use the understanding from the previous topic to evaluate the successes and failures of		

	build on key concepts (urbanisation, population, economic activity and development) which pupils will revisit repeatedly throughout their geographical career and ask them progress their understanding of maps and data. Pupils will study the role of India at a range of scales from the global to the local to expand their place knowledge. This unit begins by investigating the diverse physical geography of India and the impact this has on its population. Pupils are introduced to the monsoon climate and the challenges associated with flooding. Pupils then investigate the dynamic human geography of India through the study of population, urbanisation, development and the economy. Pupils will see how India is transforming and consequently impacting the rest of the world. With the majority of the Earth's population already living in Asia and the world market's centre of gravity shifting towards Asia, pupils consider India's role in an interdependent world.	the world. This topic allows Students to extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. Students will understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: human geography relating to: population and migration. The first part of this topic will focus on the movement of women around the world and reasons behind their migration (linking back to "What is development?" and "What is the future of the planet?"). The second part of topic brings migration to the British Isles with a focus on diversity and how the United Kingdom has changed throughout history, particularly with changes brought by the Windrush generation. This topic therefore also links to British value – tolerance.	globalisation. This topic will particularly focus on whether a reduction in costs benefit everyone. One case study we will look at will be the company Nike which has factories in Indonesia. Students will investigate the benefits and the drawbacks of the factory for the producers within the low income country and for the consumers. Students will be introduced to the different economic sectors and will be encouraged to look at everything through a deeper lens, evaluating whether globalisation is in fact good for the world.		
Summer 1 *April -*	**Fantastic Places: Ghana - Are we using our natural resources**	**How does physical Geography affect economy?**	**Why is our weather so unpredictable?**		

May	**wisely?** This is important as it links to the Iceland topic of spheres with specific reference to the lithosphere. Explicit links to soils, biomes, and natural resources. Further developing students' knowledge of the wider world. Ghana is the perfect example of a country divided, with a vast difference in quality of life and wealth between the North and the South. The exploitation of natural resources and who controls the sale of these resources has a major influence on this divide. Students will investigate whether Ghana really could be one of the wealthiest countries in the world, if they just used their resources wisely.	Student will be linking knowledge from previous topics, such as in Year 7 (What is a Geographer? Is our earth running out of natural resources?). Through this topic, Students will develop knowledge and understanding of UK geography, both in overview and with some in-depth study, to include its physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world. This will then inform an understanding of changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. Students will do this by establishing the variety of jobs in economic sectors and how economies evolve, before moving onto consider the impact of economic activities on the environment and considering for the future using statistical data to	Within this topic, students will revisit the topic studied in Year 8 ("What is the future of the Planet?") by deepening their understanding of the physical geographical patterns and processes related to weather and climate. Students will how weather affects our daily lives and how physical-human interaction with weather and climate allows us to measure and forecast weather, including the Met Office. Students will understand how to interpret and draw climate graphs for the UK and around the world. This topic will take a particular focus on the natural hazard, tropical storms. Students will explore the reasons for the distribution of tropical storms (engaging with their climate graphs) and their formation, whilst also exploring why managing the impacts of the storms is so important. To answer the enquiry question of this topic, students will be introduced to these different methods of impact management and evaluate the success of these techniques.		

		demonstrate how the UK economy has evolved.	The final project for this topic will encourage the students to revisit the concept of globalisation and complete a dragons den style project where they must design, market and "manufacture" (theoretically) a product that could help reduce the impacts of a tropical storm, despite it being so unpredictable.		
Summer 2 *June - July*	**Fantastic Places: Why are there so many biomes across Argentina?** This is important as it is the study of a large case study and the assessment will be to recall knowledge. 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. The topic will introduce weather and climate and biomes, focusing on how diverse Argentina is and reasons for this. This will allow	**How can our emotions be controlled by space?** The idea of space and place is regularly visited within Geography and is a concept that makes a geographer valuable within the discussion surrounding settlement design and policy making. By understanding how a space can control our emotions, and therefore how we act within that space, we can help create a society that works efficiently and effectively together. A large focus of this topic revolves around geography and crime; how a space can encourage or discourage crime. This topic will link back to previous topics, such	**Why are rivers important?** Throughout this topic, Students will need to use prior connections to the water cycle, the contributions to flooding and rainfall to link to this topic. Students will be considering What rivers are and how they get their flows, how weathering erosion and transportation effect the shape of the river, identify river landforms, why rivers are important to people and how they can also be hazardous, the solutions to river flooding and impacts. Students will also consider hard and soft engineering solutions to river flooding and construction of		

	pupils to explore adaptations and explain why animals and plants must change to survive. In Year 8, the students will learn about climate change and this topic will introduce how this global phenomenon can impact the animals and plants within Argentina's biomes.	as "What is development?" and "One planet, many people: How are populations changing?", as well as topics in Year 7, such as "Fantastic Places: How is India being transformed?".	these taking into account locational context. During this topic, skills are used and this unit highlights the skills pupils have been taught over the past 2 years, for example, how to interpret OS maps. Students will complete a School-based fieldwork study on the physical and human influences of flooding. This applies both skills and knowledge used in KS3.		

How is student progress assessed?	**Opportunities**	**Resources**
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. 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. 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.	**Trips and visits:** **Enrichment**: These are in the individual curriculum plans as each topic has different opportunity possibilities.	Hodder Dynamic Learning package was previously used to create the geography curriculum and will be used to inspire and enhance some topics within this new curriculum 20 x Hodder dynamic learning textbooks Laptop or iPads required at some stages

Geography national curriculum aims:	**The national curriculum for geography aims to ensure that all pupils:**

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 explore and develop their geographical knowledge in line with the national curriculum.	• 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:
	  • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
	  • 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

<u>KS1 / 2 audit, what do we expect students to know before attending their first lesson at KS3?</u>

By the end of Primary school, students should be able to do the following in Geography:
Key Stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught:

Locational knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key Stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies