



## Geography – KS3 Curriculum Summary (2023-2024)

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 7	<p><b>Topic Title:</b> Geography: My passport to the World.</p> <p><b>Understanding- physical, human or interaction:</b> Key definitions and themes of the topic. Recap and reflection on KS2 Geography. Students will understand what Geography is as a subject and who Geographers are. Understanding of the complexity of the subject.</p> <p><b>Enquiry and skills:</b></p> <ul style="list-style-type: none"> <li>• Questioning Geography and what is a Geographer.</li> <li>• Photo analysis</li> <li>• Article analysis</li> <li>• Map skills</li> <li>• Diamond ranking</li> <li>• Key vocabulary focus</li> </ul>	<p><b>Topic Title:</b> What shapes the UK?</p> <p><b>Understanding- physical, human or interaction:</b> Students will understand the UK as a nation through the sub-sections of social, economic and environmental Geography. Social- focus on population, migration. Environment - geology, soils, deciduous forest. Economy- employment sectors, trade, high street. Fieldwork to a local high street.</p> <p><b>Enquiry and skills:</b></p> <ul style="list-style-type: none"> <li>• Physical and human mapping</li> <li>• Looking at place and scale in more detail.</li> <li>• Pie charts</li> <li>• Key vocabulary focus</li> <li>• Choropleth mapping</li> <li>• Fieldwork skills- emotion mapping, digimaps, bi-polar surveys, fieldsketching.</li> <li>• Key analysis and evaluation</li> </ul>	<p><b>Topic Title:</b> Why are maps essential?</p> <p><b>Understanding- physical, human or interaction:</b> How and why we use maps. Focus on UK mapping through rural to urban at a variety of scales. Comparison of place.</p> <p><b>Enquiry and skills:</b></p> <ul style="list-style-type: none"> <li>• Reading map symbols.</li> <li>• 4 and 6 FGR</li> <li>• Calculating scale, distance, latitude and longitude)</li> <li>• Digimaps</li> </ul>	<p><b>Topic Title:</b> What is weather and climate?</p> <p><b>Understanding- physical, human or interaction:</b> Students will understand weather and climate. Why climate and weather vary in different locations and over different scales. Such as the impact of microclimates, altitude and latitude. Air masses. High and low pressure. Variety of UK weather. Types of rain.</p> <p><b>Enquiry and skills:</b></p> <ul style="list-style-type: none"> <li>• Choropleth mapping</li> <li>• Understanding meteorological maps</li> <li>• News story focus</li> </ul>	<p><b>Topic Title:</b> Microclimate assessment.</p> <p><b>Understanding- physical, human or interaction:</b> Microclimates around school and decision making processes over where to put a new school bench.</p> <p><b>Enquiry and skills:</b></p> <ul style="list-style-type: none"> <li>• Fieldwork enquiry focus</li> <li>• Using fieldwork equipment around site</li> <li>• GIS mapping of results</li> <li>• Bar charts and flow maps</li> <li>• Analysis and evaluation as a focus</li> </ul>	<p><b>Topic Title:</b> Can we use resources sustainably?</p> <p><b>Understanding- physical, human or interaction:</b> Focus on sustainability at a variety of scales. Energy sources - fossil fuels and renewable. Current living focuses and ideas. Focus on waste.</p> <p><b>Enquiry and skills:</b></p> <ul style="list-style-type: none"> <li>• Flow line maps</li> <li>• Tally charts</li> <li>• Bar charts</li> <li>• Investigation into school issues around waste and waste management</li> </ul>

	<p><b>Topic Title:</b> Why are rivers important?</p> <p><b>Understanding- physical, human or interaction:</b> Rivers are popular locations for completing geographical investigations. This is because they are dynamic systems, which means they are constantly changing. Processes of erosion, transportation and deposition lead to changes along the long profile of a river as well as its cross profile.</p> <p><b>Enquiry and skills:</b></p> <ul style="list-style-type: none"> <li>• The study of a river source to mouth</li> <li>• Identifying patterns</li> <li>• Photo analysis</li> <li>• Map skills (location and latitude)</li> <li>• Decision making</li> <li>• Extended writing</li> </ul>	<p><b>Topic Title:</b> What is development?</p> <p><b>Understanding- physical, human or interaction:</b> Students will understand the complexity of defining and measuring development. They will refer to a range of indicators when assessing a countries level of development. The pros and cons of each indicator will then be discussed, and students will subsequently create their own development index.</p> <p>Physical and historical reasons for uneven development will be explored along with how a countries level of development changes over time. Students will then evaluate different methods employed to promote development.</p> <p><b>Enquiry and skills:</b></p> <ul style="list-style-type: none"> <li>▪ Ask geographical questions</li> <li>▪ Develop geographical vocabulary</li> <li>▪ Photo analysis</li> <li>▪ Map skills</li> <li>▪ Extended writing</li> <li>▪ Numeracy e.g., development indicators, analysis graphs etc</li> <li>▪ Literacy – think pair share; diamond ranking etc</li> <li>▪ Introduction into extended writing</li> </ul>	<p><b>Topic Title:</b> How do plants and ice change the world?- Biosphere and Cryosphere</p> <p><b>Understanding- physical, human or interaction:</b> Understanding the world’s ecological system as a whole – vegetation, wildlife, adaptation How humans interact with the biosphere and its impacts.</p> <p><b>Enquiry and skills:</b></p> <ul style="list-style-type: none"> <li>• Identifying patterns</li> <li>• Photo analysis</li> <li>• Map skills (location and latitude)</li> <li>• Decision making</li> <li>• Extended writing</li> </ul>	<p><b>Topic Title:</b> What are the opportunities and challenges facing Africa?</p> <p><b>Understanding- physical, human or interaction:</b> Students will critically assess previous misconceptions around Africa. A focus on the key opportunities and challenges facing Africa. They will assess levels of development in Africa using development indicators; and then explain what human and physical barriers have shaped levels of development within Africa. They will explore the physical processes that have shaped the climate, biomes and the Sahel region. They will explore the challenges and opportunities surrounding population growth, urbanisation and education. They will end the SOL by explaining the future links between Africa and China.</p> <p><b>Enquiry and skills:</b></p> <ul style="list-style-type: none"> <li>• Map skills</li> <li>• Extended writing</li> <li>• Assessing- ranking</li> <li>• Numeracy</li> <li>• Photo analysis</li> <li>• Graph drawing</li> <li>• Data analysis</li> <li>• Use of case studies</li> <li>• Use of geographic vocabulary</li> </ul>
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