

## Curriculum Intent

We aim for all students to understand the geographical context in which they live, explaining the many human and physical processes that connect the local to the global, expanding their horizons in the process. Through the development of powerful geographical knowledge, students will be able to consider the world in new ways, describing, explaining and evaluating a range of geographical issues, providing them with the skills to make sense of the geographically awe-inspiring, complex, contested and ever-changing world they experience, both now and in the future.

## How does the KS3 curriculum build on that from KS2?

Students arrive in Year 7 with varied experiences of Geography from primary school. Many have not been meaningfully taught knowledge specified in the KS1 and KS2 Geography National Curricula, such as the names and locations of key global features, or lines of latitude and longitude. The start of Year 7 helps to establish students' basic substantive knowledge of places and environments at a range of scales and the connections between them, introducing them to these core tenets of Geography. This then provides the foundations for expanding their knowledge and understanding of how these places are connected through geographical processes, moving beyond viewing places as independent locations. This also enables students not just to describe geographical situations, like at KS2, but to begin to think more critically about them, explaining and evaluating them. The introduction of conceptual ideas at KS3, such as 'Sustainability', supports this movement away from descriptions of concrete places, to the evaluation of more complex issues.

## What do students *do* with this knowledge or these skills?

Over time, students should become more proficient at the following:

- Describing and explaining geographical sources, such as maps, graphs and data
- Making connections between specific places around the world, examining the similarities and differences between locations
- Applying detailed locational knowledge to understand the varied outcomes of geographical processes in different locational contexts
  - Applying their understanding of geographical processes to assess the role we play in the world
    - Making nuanced, justified, decisions about geographical issues

## How does the KS3 curriculum align to the National Curriculum?

Throughout the spiral curriculum, students develop their understanding of the following:

- Locational knowledge: extending their knowledge of places from the local to the global
- Place knowledge: deepening their understanding of how places are connected and their similarities and differences
- Human and physical geography: applying knowledge of locations and understanding of places to consider how geographical processes change both human and physical landscapes and environments
- Geographical skills and fieldwork: becoming more proficient in handling geographical information from both primary and secondary sources to make judgements and draw conclusions

## What new knowledge or skills are students taught?

Term	Year 7	Year 8	Year 9
<b>Autumn</b>	<p><b>Our place in the world</b></p> <ul style="list-style-type: none"> <li>• Key global locations (continents, lines of latitude, etc)</li> <li>• How to locate places using latitude and longitude</li> <li>• Locate major human and physical features of the UK</li> <li>• How to use a range of OS map skills</li> </ul> <p><b>Going to extremes</b></p> <ul style="list-style-type: none"> <li>• The characteristics of Antarctica</li> <li>• How people can survive in Antarctica</li> <li>• The difference between weather and climate</li> <li>• The challenges of living in extreme locations, such as flood risk areas, or densely populated areas</li> <li>• The ways in which some places are becoming more extreme</li> </ul>	<p><b>Restless earth</b></p> <ul style="list-style-type: none"> <li>• The distribution of tectonic hazards</li> <li>• The structure of the earth</li> <li>• The processes happening at plate margins</li> <li>• How to categorise the effects of, and responses to, tectonic hazards</li> <li>• How to compare tectonic hazards in different contexts</li> <li>• What happens when volcanoes erupt</li> <li>• The ways in which volcanic eruptions can be managed</li> <li>• The reasons why people live in hazard zones</li> </ul>	<p><b>Divided World</b></p> <ul style="list-style-type: none"> <li>• The difference between standard of living and quality of life</li> <li>• How development can be measured and used to categorise countries</li> <li>• The causes of uneven development</li> <li>• The role of aid in helping countries develop and the limitations to its success</li> </ul> <p><b>Our changing climate</b></p> <ul style="list-style-type: none"> <li>• How earth's climate has changed in the past and the evidence for these changes</li> <li>• The natural and human causes of climate change</li> <li>• How the enhanced greenhouse effect works</li> <li>• The effects of global warming at a range of scales and in different locational contexts</li> <li>• How climate change can be both mitigated and adapted to</li> </ul>
<b>Spring</b>	<p><b>The Almighty Dollar</b></p> <ul style="list-style-type: none"> <li>• The location of key countries in the global economy</li> <li>• The process and effects of industrialisation</li> <li>• The process and effects of deindustrialisation</li> <li>• How employment structures changes over time</li> <li>• The role of investment and TNCS in the development of countries, such as Nigeria</li> <li>• The ways in which trade connects the UK to the global economy</li> </ul> <p><b>Sustainable Living</b></p> <ul style="list-style-type: none"> <li>• What is meant by sustainability and related key terminology</li> <li>• How buildings can be made more sustainable</li> <li>• How settlements and communities can be more sustainable</li> <li>• How to make judgements about the sustainability of different locations</li> </ul>	<p><b>Whose rainforest</b></p> <ul style="list-style-type: none"> <li>• Global biomes and their characteristics</li> <li>• Reasons for tropical rainforest location and characteristics</li> <li>• The structure of the tropical rainforest</li> <li>• How species are adapted to rainforest conditions</li> <li>• The causes of deforestation</li> <li>• The impacts of deforestation and how to categorise them</li> <li>• How deforestation can be reduced</li> </ul>	<p><b>Food for thought</b></p> <ul style="list-style-type: none"> <li>• What is meant by food security and insecurity</li> <li>• The global distribution of food in/security</li> <li>• The causes of food insecurity</li> <li>• The effects of food insecurity</li> <li>• How food security can be improved and made more sustainable</li> </ul>

	<ul style="list-style-type: none"> <li>How to judge the sustainability of a location, through fieldwork</li> </ul>		
<b>Summer</b>	<p><b>Rivers and flooding</b></p> <ul style="list-style-type: none"> <li>The ways in which rivers change along their profile</li> <li>The processes that take place along a river</li> <li>How river processes create a range of landforms</li> <li>The human and physical causes of flooding</li> <li>The causes and effects of a specific flood event</li> <li>How flooding can be managed</li> </ul>	<p><b>Changing coasts</b></p> <ul style="list-style-type: none"> <li>The processes that cause coastlines to change</li> <li>How a range of coastal landforms are created by coastal processes</li> <li>The ways in which the human use of the coastline has changed</li> <li>The ways in which coastlines can be protected and the issues surrounding coastal management</li> </ul>	<p><b>Moving stories</b></p> <ul style="list-style-type: none"> <li>There are different types of migration that can be defined and categorised in a range of ways</li> <li>That people make migration decisions based upon both push and pull factors</li> <li>The global patterns of migration</li> <li>The causes and impacts of the 'Syrian emergency'</li> <li>The human and physical barriers that migrants face when moving, including how easy it is to enter the USA</li> <li>The varying effects of migration on countries of origin (source country), host countries and migrants themselves</li> </ul> <p><b>Our world, our future</b></p> <ul style="list-style-type: none"> <li>How key geographical themes link together in a range of contexts</li> </ul>
<b>Rationale for this sequencing</b>	<p>This curriculum is knowledge rich and built on the spiral curriculum model whereby key concepts and ideas are revisited, retrieved and developed over time as more related content and examples are added. The curriculum is geography rich, with key geographical concepts, such as space and place, physical processes, human processes, management and sustainability connecting knowledge learned in different topics. Each of these concepts is introduced through the Year 7 topics before being developed throughout Years 8 and 9, with explicit links being drawn between these topics. For example, having been introduced to the concept of sustainability in Year 7, thinking about our local context, the idea is revisited in Year 8 when the sustainable management of Tropical rainforests is discussed, building understanding of this concept in a different geographical context. In Year 9, topics then pull together multiple concepts at the same time, so that students are challenged to think in a more complex geographical manner. For example, when considering issues surrounding migration (Moving Stories), students need to draw on their understanding developed through all of the previous Year 9 topics to make nuanced arguments about migration issues.</p>		

### Additional support at home

<b>Additional reading</b> for enjoyment, enhancement and extension	<ul style="list-style-type: none"> <li>Any of the <i>Horrible Geography</i> series</li> </ul>
<b>Online resources</b> to practice, consolidate and revise	<ul style="list-style-type: none"> <li><a href="#">BBC Bitesize</a></li> <li><a href="#">Educake</a></li> <li><a href="#">Seneca</a></li> </ul>

**Workbooks & revision guides**

to practice, consolidate and revise

- [KS3 Study Guide and Practice](#)
- [KS3 Workbook and Answers](#)