

### Key Stage 3 Geography - The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children's numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 7	Areas	Term 1	Term 2	Term 3
	Content	<p style="text-align: center;"><b>Rivers</b></p> <p>Focus physical processes and characteristics of rivers and human management of rivers.</p> <ul style="list-style-type: none"> <li>• Know and label the water cycle</li> <li>• Understand how does the rainfall from the water cycle feed a river</li> <li>• Know the journey of a river</li> <li>• Name the major rivers of the world and how cities and towns develop and use them</li> <li>• Understand how rivers shape the land (Processes)</li> <li>• Know how certain features of a river are formed: waterfalls, gorges, meanders, oxbow lakes</li> <li>• Know what causes floods</li> <li>• Understand the effects and responses to flooding (Morpeh and Bangladesh case study).</li> </ul>	<p style="text-align: center;"><b>Globalisation</b></p> <p>How globalisation has impacted transport, trade and communication and how it enabled TNCs to invest in LICs</p> <ul style="list-style-type: none"> <li>• Understand how globalisation has shaped the world and how it impacts people differently particularly in LICs/HICs and the inequalities.</li> <li>• Understand that sport has strong links with geography and be able to give examples of sports dependent on natural/built environments.</li> <li>• Able to handle sports data and complete a relevant graph to display findings.</li> <li>• Know the regional locations of premiership teams and be able to complete a map to display the</li> </ul>	<p style="text-align: center;"><b>Glaciation</b></p> <p>Focus on glaciers of the world, climate change and human and physical impact on glaciers</p> <ul style="list-style-type: none"> <li>• Know what a glacier is.</li> <li>• Know the causes of glacial periods</li> <li>• Know how a glacier is formed</li> <li>• Describe and explain the global distribution of glaciers</li> <li>• Identify the varying types of glaciers</li> <li>• Recognise the three processes of erosion and weathering</li> <li>• Describe and explain a number of different glacial landforms</li> <li>• Recognise a number of glacial depositional features</li> <li>• Identify glacial features in the Lake District from OS maps</li> </ul>

			<p>distribution pattern by selecting the most appropriate method.</p> <ul style="list-style-type: none"> <li>• Suggest reasons for variations in the distribution. Be able to describe and explain how football clubs generate income and which are the most profitable.</li> <li>• Understand how some children are involved in football manufacturing and the effect this has on their education</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the similarities and differences between Antarctica and the Arctic</li> <li>• Know why Antarctica and the Arctic are cold and why Antarctica is colder than the Arctic</li> <li>• Know what the Greenhouse effect is</li> <li>• Identify the causes of the enhanced Greenhouse effect</li> <li>• Locate areas where they are likely to lose their glaciers</li> <li>• Know specific examples of glacial retreat due to the enhanced Greenhouse effect</li> <li>• Explain the social, environmental and economic impacts of glacial melting</li> <li>• Know why sea levels are rising</li> <li>• Explain the effect of glaciers melting has on sea levels</li> <li>• Know how people and animals have adapted to glacial landscapes</li> <li>• Describe the impact of climate change on how landscapes are used</li> <li>• Explain why people visit the Antarctica</li> </ul>
	Literacy link	<i>Literacy link- Exam questions/extended piece</i>	<i>Literacy link- geographical enquiry, extended task</i>	<i>Literacy link – debate on protecting the country on climate</i>

	Assessment	<p>Assessment- Rivers (Morpeth issues, flooding, prevention of flooding)</p> <p>Mini assessment- Waterfalls and the formation</p>	<p>Assessment – Globalisation (Positives and negatives of a TNC on a LIC)</p>	<p>Assessment – debate on the protection of a specific from the impact of climate change (enhanced Greenhouse effect)</p>
	Cross curricular links	<p><i>Cross Curric links- science, maths</i></p> <p>GCSE links- Process and pressures</p>	<p><i>Cross Curric links- Economics, Maths, Business, PSHE</i></p> <p>GCSE links- TNC, Globalisation, Development</p>	<p>Cross Curric links – science, maths</p> <p>GCSE links- climate change impacts on low and high income countries</p>

Year 8	Areas	Term 1	Term 2	Term 3
	Content	<p style="text-align: center;"><b>Africa</b></p> <p style="text-align: center;"><b>Focus on Kenya, tourism and development</b></p> <p style="text-align: center;"><b>Mind Mapping</b></p> <p style="text-align: center;"><b>Artefact boxes</b></p> <ul style="list-style-type: none"> <li>• extend pupils' locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> <li>• understand geographical similarities, differences and links between places through the study of human and physical geography of a region (Kenya) within Africa,</li> <li>• describe in detail Africa's/Kenya's location and geographical context;</li> <li>• describe and explain how physical and human processes operating within Africa/Kenya create distinctive features and geographical patterns at a range of scales and how these</li> </ul>	<p style="text-align: center;"><b>GIS</b></p> <p style="text-align: center;"><b>Population and growth of cities - link to work on Industrial Revolution in History</b></p> <p style="text-align: center;"><b>Use of GIS in fighting crime</b></p> <ul style="list-style-type: none"> <li>➤ understand and be able to use GIS effectively and understand how it is relevant in the real world</li> <li>➤ collect primary data, produce a map and statistically analyse the data</li> <li>➤ describe and explain population patterns and produce an accurate choropleth map</li> <li>➤ describe and explain how Newcastle has changed as city and explain the socio-economic change in Newcastle using higher level vocabulary</li> </ul>	<p style="text-align: center;"><b>Weather and Climate</b></p> <p style="text-align: center;"><b>Global warming and sustainability</b></p> <ul style="list-style-type: none"> <li>• Know different types of weather and how it is measured</li> <li>• Use instruments to measure weather.</li> <li>• Understand weather in the UK and produce a synoptic map highlighting the weather.</li> <li>• Explain how anticyclones and depressions bring different weather conditions.</li> <li>• Create a weather report explaining how anticyclones and depressions cause weather on a global scale using geographical vocabulary.</li> <li>• Describe extreme weather on a local level and global scale.</li> </ul>

		<p>can lead to changes in places (including changes in population);</p> <ul style="list-style-type: none"> <li>• construct a detailed map of Kenya with a range of physical and human features including relief, know how people live in Kenya and understand how people are working to improve standards of housing and sanitation</li> <li>• Have a good overview of how Africa is linked to the rest of the world.</li> </ul>		
	Literacy link	<i>Literacy link- extended piece/paragraph work</i>	<i>Literacy link- extended piece</i>	<i>Literacy link- weather report</i>
	Assessment	Assessment- Kenya case study, Day in the life of. (George's diary)	Assessment- Compare and contrast (Newcastle)	Assessment- Matching photographs to weather reports and justify choices Presentation on weather reports (different types of clouds etc)
	Cross curricular links	<p><i>Cross Curric links- maths (climate graphs)</i></p> <p><i>GCSE links- Use of maps, plotting data, extending knowledge of locational geography</i></p>	<p><i>Cross Curric links- maths (graphs and data), ICT (GIS)</i></p> <p><i>GCSE links- Development, urbanisation, case study (city in the UK), population, challenges of an urbanised world</i></p>	<p><i>Cross Curric links- maths, science (water cycle, rainfall)</i></p> <p><i>GCSE links- Extreme weather</i></p>