

Geography KS3 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>What is Geography?</b>	<b>OS Maps Skills Fantastic Places</b>	<b>Tectonic Activity</b>	<b>Rocks &amp; Weathering</b>	<b>Weather &amp; Climate</b>	<b>Weather &amp; Climate</b>
Knowledge	<p><b>Atlas Skills</b> <b>Continents &amp; Oceans</b> <b>Plastic &amp; Pollution</b> <b>Africa</b> <b>India</b> <b>China &amp; Russia</b> <b>Middle East</b></p> <p>Helps us to know where we are and know what is there giving us a sense of location. Develops our understanding of the environment, the natural world, the modified landscapes and the social environment. Provides a vocabulary to</p>	<p><b>Ganges</b> <b>Australia's Great Barrier Reef</b> <b>Antarctic &amp; Iceland</b> <b>Mount St Helens</b> <b>Rio</b> <b>Victoria Falls</b></p> <p>Building up an understanding of maps and developing a body of mapwork skills.</p> <p>To know and understand significant events from the past exploration of remote areas</p>	<p><b>Geological Time Scales</b> <b>Events in Earth History</b> <b>Plate Boundaries</b> <b>Earthquakes</b> <b>Volcanoes</b> <b>Tectonic Hazards</b></p> <p>This unit will build on prior learning of physical geography. It will look at the processes acting on the earth, forming volcanoes and earthquakes along with the landscapes formed &amp; how this impacts the lives of many people living near</p>	<p><b>Types of Rock / Soil</b> <b>Freeze Thaw &amp; Onion Skin</b> <b>Plant Root Decay</b> <b>Chemical Weathering</b> <b>Granite &amp; Limestone Quarrying</b></p> <p>This unit looks at Weathering and the breakdown of rocks at the Earth's surface, by the action of rainwater, extremes of temperature, and biological activity. It does not involve</p>	<p><b>Climate change</b> <b>Global Temperature</b> <b>World Climate Zones</b> <b>Microclimates</b></p> <p>In this unit, students will start to study geographical processes which produce the weather. They will be introduced to the position and significance of latitude, longitude, Equator, and Northern and Southern hemisphere and link these to the</p>	<p><b>Types of Weather</b> <b>Clouds</b> <b>Rain</b> <b>Under Pressure</b> <b>Heatwave</b> <b>Storm</b> <b>Hydrological Cycle</b> <b>Weather Forecasting</b> <b>Assessment</b></p> <p>Throughout the unit they will start to explore different weather events by using locational geography, students will build on the KS2 curriculum with regards to place knowledge, and physical geography to link weather</p>

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	<p>describe the features of the environment and the processes that it shapes. To understand and appreciate places, of their importance to us, of their impact on us and how we can manage and develop them. Intro to valuing maps and the world, from local to global.</p>	<p>To know the features of coral reefs To understand why rivers are important to people in different cultures. To understand how life in poorer nations differs from our own To build up a knowledge of key places including continents, oceans and countries. To be able to use an atlas To be able to annotate maps accurately To be able to categorise information To analyse photographs and</p>	<p>to tectonic regions. Students will use the knowledge gained in map skills to use these and other images to see the landforms and processes in action today and to explore how change over time will affect both physical and human geography. The unit will build on the knowledge of timescales in glaciation to look at the formation of the earth &amp; how the planets has changed over its 4.6 billion year history.</p>	<p>the removal of rock material. To look at how rocks are broken down in more depth. Understand the three types of weathering Look at Freeze - Thaw action in temperate climates &amp; Onion Skin weathering in hot desert climates. Take a closer look at Plant Root Decay and chemical Weathering.</p>	<p>different weather zones, and biomes. Climate change is a controversial issue affecting the future of our planet. In this unit, students will investigate the evidence of climate change, the causes and consequences and the options for the planets future. will start to study geographical processes which produce the weather. They will build on the knowledge and understanding gained in the unit on weather, the geographical processes which produce our</p>	<p>processes and impact of physical geography on specific extreme weather. The unit is sequenced so that pupils will start by explain processes – linking to impacts and the locational geography via the study of recent case studies.</p>
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		<p>images for information. Grid References (4&amp;6 figure), latitude and longitude, scale, compass directions.</p>			<p>weather, different weather zones, and the factors which can change it. Throughout the unit we will start to explore the evidence for climate change from global warming to melting ice sheets. The causes and consequences from natural to human, but also local consequences from local to global. E.g. rising sea levels, extreme weather events &amp; famine. What is the future of climate change-link to development, international</p>	
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					agreements to the individual- what can I do?	
<b>Assessment</b>	Pupils knowledge and understanding is supported and assessed through the use of formative and summative assessments, ensuring our pupils know more and remember more.					

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<b>Rivers &amp; Flooding</b>	<b>Coasts</b>	<b>Africa</b>	<b>Brazil</b>	<b>The Middle East</b>	<b>National Parks</b>
<b>Knowledge</b>	<p><b>The Water Cycle</b>  <b>The River Journey</b>  <b>Erosion, Transportation &amp; Deposition</b>  <b>Meanders &amp; Waterfalls</b>  <b>Uses of River &amp; Settlements</b>  <b>Tourism &amp; Ecology</b>  <b>Boscastle Floods &amp; Bangladesh</b></p> <p>This unit will build on prior learning on coasts, glaciation, settlement, economic activities &amp; population. It will look at the</p>	<p><b>Tides &amp; Waves</b>  <b>Power of the Sea</b>  <b>Coastal Landforms from Erosion</b>  <b>Coastal Landforms from Deposition</b>  <b>Dangerous Coasts</b>  <b>The Coast &amp; People</b>  <b>Climate Change &amp; Coasts</b>  <b>Flood &amp; Erosion Control</b></p> <p>To understand the different erosional processes that occur at the coast            The be able to describe the</p>	<p><b>Introduction</b>  <b>African History</b>  <b>Climate &amp; Landscape</b>  <b>Fair Trade Aid</b></p> <p>To give pupils a broad understanding of the physical and human characteristics of Africa and why life can be challenging here.            Why dams are created            How animals adapt to life in different biomes            How life is challenging in the Horn of Africa</p>	<p><b>What is Brazil like?</b>  <b>Where in the world?</b>  <b>The Climate</b>  <b>What Plants and Animals thrive there?</b>  <b>Shifting Cultivations</b>  <b>Population Pyramids</b></p> <p>Country study covering human and physical features and locations, population distribution factors and compare rural and urban life</p>	<p><b>The Geography</b>  <b>The Climate</b>  <b>The Desert</b>  <b>People &amp; Connections</b>  <b>Oil</b></p> <p>To give pupils a broad understanding of the Middle East, where it is located and what countries make up the region.            Pupils will learn about human and physical features of the landscape and learn examples of conflict and controversy in the region.</p>	<p><b>Lake District</b>  <b>Cairngorms</b>  <b>Snowdonia</b>  <b>Exmoor</b>  <b>Peak District</b>  <b>North Yorkshire Moors</b></p> <p>Look at Human &amp; Physical Geography.            Identify examples of the different national parks in the UK and locate them on the map.            Understand why national parks need to be conserved            Understand the different conflicts that can occur in national parks</p>

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	<p>processes acting on rivers &amp; their landscapes &amp; how this impacts the lives of many people living near to rivers. Students will use the knowledge gained in map skills to use these and other images to see the landforms and processes in action today and to explore how change over time will affect both physical and human geography. The unit will build on the local area, but also nationally &amp; globally</p>	<p>difference between constructive and destructive waves To understand how different coastal landforms are formed To be able to describe the different management techniques used to protect the coast To know and be able to give examples of different ecosystems on the coast The understand how climate change affects the coast</p>		<p>mountains, climate zones, Caatinga, Pantanal, Mato Grasso, Pampas swamps.  Shifting cultivation, population pyramids, cities, quality of life  Brazil, South American continent and surrounding oceans  Sao Paulo, Rio de Janeiro, Curitiba, Brasilia  Population pyramids, Maps &amp; Atlases.</p>	<p>This unit will build on prior learning on settlement, and economic activities, population &amp; migration. Students will use the knowledge gained in these units, in order to explore how countries have changed over time, but in particular the Middle East. The unit will look at the locational, physical and human geography of the region, the conflict and controversy in the Middle East, but also the</p>	<p>Identify different features of national parks Look at the tourism aspect of National Parks. Advantages &amp; Disadvantages.</p>
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					importance of the region to the world.	
<b>Assessment</b>	Pupils knowledge and understanding is supported and assessed through the use of formative and summative assessments, ensuring our pupils know more and remember more.					

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 9</b>	<b>Weather &amp; Climate</b>	<b>Hydrology, Coasts &amp; Glaciation</b>	<b>Population &amp; Urbanisation</b>	<b>Industry</b>	<b>Influencing the Environment</b>	<b>A Study of 2 Contrasting regions</b>
<b>Knowledge</b>	<p><b>Average Weather Conditions.</b>  <b>Global Temperature.</b>  <b>Climate Zones.</b>  <b>Microclimate.</b>  <b>Mountains &amp; rainfall.</b>  <b>Forecasting.</b>  <b>Hydrological cycle.</b></p> <p>Climate change is a controversial issue affecting the future of our planet. In this</p>	<p><b>Drainage Basins</b>  <b>Rivers &amp; Valleys</b>  <b>Upper, Middle &amp; Lower Stages</b>  <b>Flooding</b>  <b>The Work of Ice</b>  <b>Glacial Erosion</b></p> <p>This unit will build on prior learning on settlement, economic activities &amp; population. It will look at the processes acting</p>	<p><b>Population Distribution,</b>  <b>Density,</b>  <b>Structure &amp; Growth</b>  <b>Migration.</b>  <b>Urbanisation.</b>  <b>Urban Issues.</b>  <b>Squatter Settlements.</b></p> <p>This unit builds on the Living World by looking at the human environment &amp; how we have</p>	<p><b>Classification Of Industry</b>  <b>Changing Industry in the UK</b>  <b>Energy &amp; Power</b>  <b>Fishing &amp; Mining</b>  <b>Deforestation &amp; Conservation</b>  <b>Water Demand &amp; Supply</b></p> <p>To discuss 'development indicators' things which show us</p>	<p><b>Ecosystems &amp; the Human Effect</b>  <b>Acid Rain</b>  <b>Global Warming</b>  <b>Pollution</b>  <b>Farming &amp; Soil Erosion</b>  <b>National Parks</b></p> <p>Learn how human activities rely on natural systems working well and how human activities can affect them.</p>	<p><b>Nigeria &amp; Japan.</b>  <b>Physical Geography,</b>  <b>Population,</b>  <b>Farming &amp; Industry &amp; a city.</b></p> <p>The study of two specific: cold environments and tropical rainforest uses named examples to build on KS3 curriculum. The unit aims to</p>

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	<p>unit, students will investigate the evidence of climate change, the causes and consequences and the options for the planets future. will start to study geographical processes which produce the weather. They will build on the knowledge and understanding gained in the unit on weather, the geographical processes which produce our weather, different weather zones, and the factors which can change it. Throughout the</p>	<p>on coastlines &amp; how this impacts settlements, but how money can be made &amp; lost. The migration of people to &amp; from the coast. Students will use the knowledge gained in map skills to use these and other images to see the landforms and processes in action today and to explore how change over time will affect both physical and human geography. The unit will build on the local area as we are a coastal county comparing it to</p>	<p>adapted to live in our urban 'jungles' and how they provide for us. The challenges in the human environment is about human processes &amp; systems, how they change over location &amp; time. This unit looks at the growing percentage of the world population lives in urban areas. How these urban areas create opportunities and challenges for cities in lower income countries &amp; newly emerging countries.</p>	<p>how 'developed' a country is. Learn how industry uses and abuses resources, energy, deforestation and water demand. Builds on their knowledge of map skills to start to look at the local area and beyond for both settlement and economic activities. The development of settlements over time from local to global and the reasons for this. The development of economic activities over</p>	<p>Learn how the food chain works. Lear where Acid Rain comes from and understand more about Fossil Fuels. Climate change is a controversial issue affecting the future of our planet. In this unit, students will investigate the evidence of climate change, the causes and consequences and the options for the planets future. will start to study geographical processes which produce the weather.</p>	<p>develop knowledge of the location of including their physical and human characteristics and how these provide a geographical context for understanding the actions of processes The unit gives opportunities to develop geographical skills such as: interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and Students will also be asked to develop links</p>
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	<p>unit we will start to explore the evidence for climate change from global warming to melting ice sheets. The causes and consequences from natural to human, but also local consequences from local to global. E.g. rising sea levels, extreme weather events &amp; famine. What is the future of climate change- link to development, international agreements to the individual- what can I do?</p>	<p>others in the country.</p>	<p>Then there is a focus on urban change in the UK- how this has led to a variety of social, economic and environmental opportunities &amp; challenges. Looking closely &amp; in depth at London. How sustainable urban development requires management of resources and transport- how are our cities changing for the future? The unit gives opportunities to develop geographical skills such as:</p>	<p>time from local to global and the reasons for this. Local focus on farming.</p> <p>The challenges in the human environment is about human processes &amp; systems, how they change over location &amp; time. This unit looks at how we use resources (food, water &amp; energy) which are fundamental to human development. The changing demand &amp; provision of resources in the UK creates opportunities &amp; challenges.</p>	<p>They will build on the knowledge and understanding gained in the unit on weather, the geographical processes which produce our weather, different weather zones, and the factors which can change it. Throughout the unit we will start to explore the evidence for climate change from global warming to melting ice sheets. The causes and consequences from natural to human, but also local</p>	<p>between physical and human geography by investigating how humans use different biomes and the economic and environmental impacts this has on the landscape.</p>
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			description of patterns of distribution in maps & graphs, carry out research, use numerical data & analyse it and present data using different graphical techniques.		consequences from local to global. E.g. rising sea levels, extreme weather events & famine	
<b>Assessment</b>	Pupils knowledge and understanding is supported and assessed through the use of formative and summative assessments, ensuring our pupils know more and remember more.					