KS3 Geography Curriculum Map

Curriculum Aim **Year 7**	**Curriculum Aim**: By the end of year 7 students will be able to identify human and physical features, locate and name oceans and continents, locate places using latitude and longitude co-ordinates, ask geographical questions, conduct geographical enquiries, make geographical decisions and use geographical data. Students should be able to use OS maps; to interpret grid references, height, and direction. They should be able to explore the geography of the UK and the importance of natural resources, have an understanding of weather and climate, and explore the geography of Africa. Students should have an opportunity to experience local fieldwork.					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment 1	Assessment 1					
Assessment 2	Assessment 2					
Topic	**Map Skills**	**The UK**	**Weather and climate**	**Is the Earth running out of natural resources?**	**Spotlight on Africa**	**Climate fieldwork**

Powerful Knowledge/ skills	• Identifying continent, oceans and different parts that make up the UK.
	• Identify human, physical and environmental geography
	• Longitude and latitude
	• OS maps including:
	  ○ Map symbols
	  ○ Grid references
	  ○ Compass directions
	  ○ Scale and distance
	  ○ Contours
		• Physical geography of the UK
		• Development of the UK
		• Population distribution
		• Economic activities
		• Urbanisation and the growth of cities
		• Photo analysis
		• Completion and analysis of line graphs.
			• UK weather and climate patterns using choropleth maps
			• Climate graphs
			• Factors affecting weather and climate
			• Extreme weather in the UK
			• Formation and effects of lightning, tornadoes and blizzards
				• Characteristics and features of the main 3 rock types
				• Energy supply
				• Renewable and non-renewable resources
				• Water supply and management
					• Location, scale and diversity of Africa.
					• Distribution of biomes across Africa, focusing on rainforest and deserts.
					• Urbanisation and the problems associated with growing cities.
					• Population distribution
					• Inequality
					• Considering viewpoints
						• Methods used to measure the weather
						• Microclimates
						• Collection of weather data around the school site
						• Fieldwork presentation
						• Fieldwork evaluation

Useful online resources	BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zrw76sg National Geographic: https://www.nationalgeographic.org/idea/fun-geography/ OS Mapzone: https://www.ordnancesurvey.co.uk/mapzone/ Royal Geographical Society: https://www.rgs.org/ Seneca: https://app.senecalearning.com/classroom/course/e076bd9c-75b6-4095-a600-d2a84b0dd81f					

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Sequenced from	KS2 Location knowledge KS2 maps and atlas skills KS2 OS skills	KS2 Location knowledge KS2 Study of the UK KS2 Settlements KS2 Economic activities	KS2 Climate zones	KS2 Distribution of natural resources	KS2 Biomes This unit allows students to apply knowledge gained in the previous topics this year to a new location, e.g. physical geography, development, urbanisation.	KS2 Use of fieldwork Weather and climate from Spring 1.
Sequenced to	These skills are the foundation for all aspects of Geography and will be revisited on regular occasions throughout the 7 year curriculum. In particular, OS maps will be revisited when studying coasts, glaciers, rivers and urban areas.	Physical geography of the UK will later be compared with that of other countries/continents including Africa, Asia and the Middle East. Other areas are revisited and applied to a different location in the year 7 Africa unit. Year 8 Population Year 9 Sustainability	Knowledge applied to fieldwork at the end of year 7 Year 9 Tropical storms	Water – Year 7 Africa Rocks – Year 8 Coasts, Year 9 Glaciers, Year 9 Sustainability Year 10 UK landscapes (P1)	Further comparison will be made between Africa and Asia in Year 8. Year 8 Population Year 10 Ecosystems Year 10/11 Urban issues (P2)	Fieldwork is built into all year groups: Year 8 Urban fieldwork Year 9 Sustainability (virtual fieldwork GCSE Paper 3 A Level NEA

Curriculum Aim **Year 8**	**Curriculum Aim**: During year 8 students will further develop skills and knowledge acquired from year 7. By the end of year 8 students will be able to consider the issues surrounding climate change and how polar regions are impacted. They should understand key features of the coast, be able to identify patterns of population distribution, and explore the geography of Asia. Students should have an opportunity to experience local fieldwork.					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment 1	Assessment 1					
Assessment 2	Assessment 2					
Topic	**Climate Change**	**Glaciation and Polar Regions**	**Coasts**	**Global Population**	**Spotlight on Asia**	**Urban Fieldwork**
Powerful Knowledge/ skills	• Human and natural causes of climate change • Local, national and global consequences of climate change • Management of climate change	• Glacial processes • Glacial landforms • Use of polar regions • Impacts of melting ice • DME practice	• Coastal processes • Coastal landforms • Problems facing the coast • Coastal management	• Causes of global population increase • Population pyramids • Population management and	• Location and main physical features and biomes of Asia • Population distribution • Mega-cities • Social, economic and environmental impacts of growing mega-cities • Causes and consequences of	• Develop and carry out human geography fieldwork e.g. traffic counts, questionnaires, environmental

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	• Labelling maps and diagrams • The use of scattergraphs		• OS map skills	policies • UK's population	flooding in Bangladesh • Indian Ocean tsunami • Tourism in Thailand	survey. • Interpret and present data using mathematical skills • Draw conclusions.
Useful online resources	BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zrw76sg National Geographic: https://www.nationalgeographic.org/idea/fun-geography/ OS Mapzone: https://www.ordnancesurvey.co.uk/mapzone/ Royal Geographical Society: https://www.rgs.org/ Seneca: https://app.senecalearning.com/classroom/course/e076bd9c-75b6-4095-a600-d2a84b0dd81f					
Sequenced from	Year 7 Weather and climate/climate study	Year 7 Geology and rocks Year 8 Climate change	KS2 Year 7 OS mapskills Year 7 Rocks Year 8 Climate change Year 8 Glaciation	Year 7 UK Year 7 Africa	KS2 Rivers KS2 Biomes This unit allows students to apply many of the skills and knowledge gained throughout the year 7 and 8 course so far to the continent of Asia. E.g. Physical geography, urbanisation, population	Year 7 Fieldwork Year 7 UK Year 7 Skills
Sequenced to	Year 8 Glaciation and Polar Regions Year 8 Coasts Year 9 Sustainability Year 10 Climate change	Year 8 Coasts Year 10 Climate change GCSE Paper 3 Issue evaluation (DME)	Year 10 Coasts (P1)	Year 8 Asia Year 10 Urban issues (P2) Year 11 Economic world (P2)	Year 9 Middle East tourism Year 9 Sustainability Year 9 Tectonics / earthquakes Rivers Year 10 (P1)	Year 9 Sustainability (virtual fieldwork) GCSE Paper 3 A Level NEA

Curriculum Aim **Year 9**	**Curriculum Aim**: By the end of year 9 student will further development of skills and knowledge from year 8. By the end of year 9 students will be able to explore the geography of The Middle East, and consider the issues surrounding globalisation and sustainability. They will have an understanding of our violent planet, including the role of earthquakes, volcanoes and tropical storms.					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment 1	Assessment 1					
Assessment 2	Assessment 2					
Topic	**Middle East**	**Globalisation**	**Sustainability**	**Our violent planet Volcanoes**	**Our violent planet Earthquakes**	**Our violent planet Tropical Storms**

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Powerful Knowledge/ skills	• Location of the Middle East • Key physical features of the Middle East including biomes • Reasons for and impacts of a named conflict in the Middle East • Opportunities and challenges of tourism in Dubai	• TNCs and reasons for their location • Impacts of TNCs on a range of countries • A case study of a TNC • Globalisation of different products • Analysis of photos and newspaper articles	• Sustainability model • Sustainable housing • Sustainable cities • Sustainable use of the Arctic in Russia • Sustainability in the oceans • DME practice	• Hazard definition and categorisation • Structure of the Earth • Theory of plate tectonics • Plate boundaries • Distribution of volcanoes • Features and types of volcanoes • Impacts of volcanic eruptions • Management of volcanic hazards • Life in volcanic regions	• Distribution of earthquakes • Impacts of earthquakes at different levels of development • Response to earthquake hazards • Case study of earthquake events. • Management of tectonic hazards	• Global Atmospheric Circulation • Global distribution of tropical storms and factors affecting development. • Case study of a tropical storm – primary and secondary impacts, prediction and management
Useful online resources	BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc Internet Geography: https://www.internetgeography.net/ Cool Geography: https://www.coolgeography.co.uk/ National Geographic: https://www.nationalgeographic.org/idea/fun-geography/ OS Mapzone: https://www.ordnancesurvey.co.uk/mapzone/ Royal Geographical Society: https://www.rgs.org/ Seneca: https://app.senecalearning.com/classroom/course/e076bd9c-75b6-4095-a600-d2a84b0dd81f					
Sequenced from	This unit builds on the continent work done in year 7 and 8 and applies it to a smaller region Year 7 Natural resources Year 8 Asia Tourism	Year 7 UK / development Year 8 Population	This unit looks at how many aspects of geography can be made more sustainable, a fundamental of Geography, and therefore makes links back to the whole KS3 curriculum. Virtual fieldwork will also use skills developed in Year 7 and Year 8 Fieldwork units.	KS2 Volcanoes Year 7 Skills Year 7 Resources Year 8 Asia	KS2 Earthquakes Year 7 Skills Year 7 Resources Year 8 Asia Year 9 Volcanoes	Year 7 Skills Year 7 Weather and climate Year 8 climate change
Sequenced to	Year 11 Economic world (P2)	Year 11 Economic world (P2)	Being a fundamental concept, sustainability is revisited through the whole of the GCSE and A Level courses. Fieldwork skills required for GCSE and A Level	Year 10/11 revision (P1) Year 13 Tectonics	Year 10/11 revision (P1) Year 13 Tectonics	Year 10/11 Revision (P1) Year 13 Hazards Year 13 Water and carbon cycles

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