

KS3 - 4 Curriculum Overview – September 2020

Overarching Objectives for KS3 and KS4
1. Knowing our World. To know what our world is like. To know about a diverse range of places at a range of scales.
2. Understanding our influence on the planet. To understand that human decisions and behaviours have short, medium and long-term effects on the planet.
3. Understanding Earth's influence on us. To understand that climatic, geological and geomorphological processes have always impacted human society in terms of equality and prosperity. To understand the future implications of this.
4. Interpreting our world. To be able to collect data. To be able to analyse, understand and draw conclusions from a diverse range of sources including OS maps, atlases, GIS, satellite images, etc.
5. Describing our world. To be able to communicate understanding of the world using high level geographical terminology and vocabulary.

	Term 1a 7 hours	Term 1b 7 hours	Term 2a 5 hours	Term 2b 7 hours	Term 3a 7 hours	Term 3b 2 hours
Year 7 Enquiry Questions	What is the UK and what is it like?		What is Nigeria like?	How do I read this?	What is the Middle East and what is it like?	EOY Exams – revision and prep lessons
Overarching objectives	1,3, 4, 5		1, 2, 4, 5	4, 5	1, 2, 3, 4, 5	
Career link	Sustainability Consultant		Migration Communications	Director of Planning	GIS Analyst	
Assessment	KO test towards end of Term 1a	Formal assessment at end of 1b	KO test towards end of Term 2a	Formal assessment at end of Term 2b	KO test at end of Term 3a	
Objectives	<ul style="list-style-type: none"> To understand the difference between human and physical geography To be able to use compass directions To know the world's continents To know what and where the UK is To be able to describe the population density of the UK To understand why London is important and its links to the rest of the world To understand why someone would migrate to the UK and the subsequent impacts To understand the different employment sectors and the UK's biggest employment sector To understand the difference between weather a climate and climate of the UK To understand why it rains and the different types of rainfall 		<ul style="list-style-type: none"> To be able to describe the location and main features of Nigeria To describe the climate of Nigeria To explain why the population is growing so rapidly in Nigeria To understand the push and pull factors causing rural to urban migration in Nigeria To understand the challenges of life in a slum 	<ul style="list-style-type: none"> To understand what a map is and their uses To be able to read 4 and some pupil 6-figure grid references To understand symbols and use to link maps to aerial/satellite photographs To understand how relief is represented To understand distance and scale 	<ul style="list-style-type: none"> To be able to describe the location of the Middle East To describe the climate of the Middle East To explain how climate leads to conflict To begin to describe and explain the diverse Middle Eastern population To assess levels of development in the Middle East 	
Rationale	<ul style="list-style-type: none"> Overview of foundational Geographical skills and concepts Introduction to UK & London as our place – skills will be taught at the same time 		<ul style="list-style-type: none"> Introduce contrasting place to the UK (Africa) Building on locational knowledge and terminology from term 1 	<ul style="list-style-type: none"> Building on locational knowledge from T1 Due to nature of lessons rapport with class needed Key skill that needs practicing, will be built into future SOW but too difficult to teach any earlier Key geographical skill 	<ul style="list-style-type: none"> Introduce contrasting place (Middle East) Revisit foundational content from unit 1 (location descriptions, climate) Build on some content from unit 1 + 2 (population structure, development) 	

	Term 1a 6 hours	Term 1b 8 hours	Term 2a+b 14 hours		Term 3a 7 hours	Term 3b 2 hours
Year 8 Enquiry Questions	Where in the world experiences earthquakes and volcanoes?	Why are some places more developed than others?	What issues do we face as a planet?		What on earth is geomorphology?	EOY Exams – revision and prep lessons
Overarching Objectives	1, 3, 4, 5	1, 3, 4, 5,	1, 2, 3, 4, 5,		1, 3, 4, 5	
Careers Link	Programme Analyst, Gender and Disaster Risk Reduction	Technology consultant	Climate change consultant		Senior Geomorphologist	
Assessment	KO test towards end of Term 1a	Formal assessment at end of 1b	KO test towards end of Term 2a	Formal assessment at end of Term 2b	KO test towards end of Term 3a	
Objectives	<ul style="list-style-type: none"> Define tectonic hazard Describe and explain the distribution of tectonic hazards Know key place based examples – Haiti, Pinatubo, Boxing Day Tsunami. Know the reasons that people live in hazards zones, with particular reference to economic activity (minerals, water availability) and poverty. 	<ul style="list-style-type: none"> To understand development is a complex term and can be measured in many ways To know why countries have developed at different speeds within context of India To understand developing countries are trying to bridge the gap through TNCs and tourism 	<ul style="list-style-type: none"> To understand how the natural greenhouse effect is causing global climates to change To explain the natural and human causes of climate change To understand how human systems rely on effective function of geographical systems To differentiate between adapt and mitigate, and to give examples of each management strategy To understand the how countries’ energy mixes vary To explain the environmental impacts of differing energy mixes and how countries aspire to net zero To describe global food security/insecurity and suggest strategies of addressing it To understand the concept of a consumer society, how we contribute towards it, and to know different strategies to reduce it To deeply understand the concept of sustainability To outline ways in which we can live more sustainably 		<ul style="list-style-type: none"> Know that the UK has a varied geology and that this impacts the landscape Know generalised locations of upland and lowland areas. To know that erosion and deposition shape the landscape. To be able to describe the formation of an arch, waterfall and mountain valley. To be able to describe the formation of a spit or sand dunes beach. Be able to describe/explain links between physical geography and human activity e.g. trade in Southampton, industry in north west, tourism in Cumbria. Understand how and why people manage coastlines 	
Rationale	<p>NC requires students to understand, through detailed place-based exemplars a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics.</p> <p>Links to be made with upland areas in UK</p>	<ul style="list-style-type: none"> Conceptually too difficult to teach any earlier Is building on concepts from Nigeria and Middle East Extends locational knowledge and place knowledge of India 	<ul style="list-style-type: none"> This topic will inspire in pupils a curiosity and fascination with the world and how the people within it are affecting it. The complex topics being covered and variety of viewpoints to consider mean that this fit more appropriately within the Y8 curriculum. This sits immediately after the Development topic as it’s important for students to understand how countries at different stages of development have contributed in varying amounts to global warming, are affected in different ways and have different roles in managing these global issues. 		<ul style="list-style-type: none"> Ties in to Y7 T1, language and understanding too complex to be any earlier Extend knowledge of where upland areas are to the processes that have shaped them Looks forward to GCSE Geography in that it equips pupils with language and knowledge necessary for a more in depth look at fluvial and coastal processes Glacial examples are included here as they are not dealt with in the GCSE course. 	

Year 9	Is the curse of Russia a curse or a benefit?				
Overarching Objectives					
Careers links	Political analyst				
Assessment	KO test towards end of term 1a	Formal assessment at end of 1b			
Objectives	<ul style="list-style-type: none"> • Where is Russia? Practising describing location, latitude and longitude, continents and oceans etc • What is the physical landscape of Russia like? • Glaciation in Russia • What is Russian climate like? Practising climate graphs etc • What biomes exist in Russia? Global biome recap • Where do people live in Russia? Practising describing distribution etc • What is Moscow like? Practising OS map skills • Is Russia a global superpower? • Why did Russia annex Crimea? • How did the annexation of Crimea affect migration? • Is the Geography of Russia a curse or a benefit? 				
Rationale	Students will be joining classes (and potentially the school) having had different teachers at KS3. It's therefore important to ensure that key concepts are fully understood before moving onto GCSE content. As we have not covered Russia at KS3, we have decided to cover the country/region in this unit whilst using the lessons to ensure key concepts are covered in preparation for GCSE content.				