

KS3 GEOGRAPHY Curriculum Narrative

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

This curriculum of learning has been designed to build upon the experiences encountered at Key Stage 2 at and the [curriculum](#) taught at Primary school.

KS3 GEOGRAPHY Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Intro to the UK Origins of UK Key Settlements Physical features The UK in Europe The UK in the wider world Field sketch Mental and sketch maps OS maps intro Grid references Contours and scale York OS map challenge	Focus on Africa What do we already know about Africa? Countries of Africa Climate of Africa Sahara Desert Desertification Population of Africa Population pyramids in Africa Money in Africa A Case study: Nigeria	Coastal Landscapes Erosional processes Arches, caves, stacks, stumps, Transportation processes Beaches Climate change on coasts Coastal protection Tourism at the coast.	Weather Weather Intro Water Cycle Rain Measuring weather Climate graphs Weather instruments peer assessment Why is the UK's weather so changeable? Climate zones Extreme Weather UK Extreme weather Worldwide	World Development What is development? How can we measure development? How development varies? Population and development Population Control Why are some countries poorer than others? What is it like to live in poverty? Migration What is Aid? Trade and coffee Fairtrade	Rocks, Resources, Scenery Intro and geological timeline Types of rock The rock cycle Weathering Limestone landscapes Granite landscapes Chalk and clay landscapes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Physical World & Tectonics Structure of the Earth Structure of the earth Wedge What are Hazards Plate tectonics Volcanoes Montserrat and Mt St Helens Earthquakes Haiti Tsunamis The Japanese tsunami Why do people live in hazardous areas Responding to hazards	World Cities Urbanisation Global patterns Regeneration- London Docklands Rural-urban migration in China Megacities Jakarta Rio contrast Squatter settlements Improvements Sustainable cities Masdar Curitiba	Climate Change Introduction and what is climate change Evidence of climate change Renewable and non-renewable fuels. What is a fossil fuel? Causes of climate change Impacts of climate change Adaptation and mitigation of climate change.	Living World Ecosystems Bamboo Food Miles Ecosystems Tropical Rainforests Coral Reefs Adaptations Mediterranean Desert Polar Decision Making Exercise	Global Issues Waste Plastic in the oceans Overfishing Antarctica Deforestation Food Poverty Gender Inequality	Crime Introduction to Crime Patterns of Crime Stereotypes Afghanistan 2011 Riots Environmental Crime Somali Pirates Capital Punishment
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Fieldwork Enquiry Topic introduction Thinking Geographically: Exploring the UK Different types of data Writing a methodology How do we present Geographical data Using GIS	Geography of my stuff Globalisation Food miles Fashion 4 sectors of the economy	Equator Cell model TRF Sustainable Tourism Place knowledge (Africa and Asia examples)	Water World Rivers Glaciers Water supply Water conflict Oceans Examples China, India, Middle East	Geography of Health Covid 19 Population Mapwork GIS Russia	Factfulness Misconceptions Data Critical thinking Places of interest: Afghanistan Somalia Hong Kong Israel and Palestine, Syria DRC, Myanmar, Korea DMZ,

Photo overlays and field sketches Water infiltration study Data presentation Analysis and conclusion Evaluation						
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KS4 GEOGRAPHY Curriculum Narrative

We follow the AQA geography specification, This gives students the opportunity to understand more about the world, the challenges it faces and their place within it. We aim to deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. Students will develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global; and of social, political and cultural contexts. They will gain an understanding of the interactions between people and environments. This will allow them to successfully apply their geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts as we look at global issues such as resource management, climate change and atmospheric hazards such as droughts and tropical storms.

KS4 GEOGRAPHY Curriculum Map

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Year 10	<p>The Challenge of Natural Hazards; Natural hazards and tectonic hazards</p> <p>Natural Hazards Overview Tectonic Hazards</p> <p>Plate tectonics theory.</p> <p>Plate Margins/ Boundaries</p>	<p>The Challenge of Natural Hazards; Weather hazards and Climate change</p> <p>Global atmospheric circulation model.</p> <p>Tropical storms formation and effects (Typhoon Haiyan</p>	<p>Urban issues and challenges</p> <p>World Overview</p> <p>Urban growth creates opportunities and challenges for cities in LICs and NEEs. Mumbai Case Study</p> <p>Urban change in cities in the UK leads</p>	<p>The Living World</p> <p>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</p> <p>Tropical rainforests; characteristics, deforestation and sustainable management</p> <p>Cold Environments option:</p>	

	<p>Tectonic Hazards- Use named examples (Nepal and New Zealand) to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</p> <p>Reasons why people continue to live in areas at risk from a tectonic hazard.</p>	<p>Case Study).</p> <p>UK Weather hazards Extreme weather events in the UK have impacts on human activity. (York floods 2015)</p> <p>Climate change- evidence, causes, effects and management</p>	<p>to a variety of social, economic and environmental opportunities and challenges. (London Case Study)</p> <p>Urban Sustainability</p>	<p>Characteristics, Alaska Case study, risks or economic development</p>	
	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Year 11	<p>The Challenge of Resource Management future</p> <p>The significance of food, water and energy to economic and social well-being.</p> <p>An overview of global inequalities in the supply and consumption of resources.</p> <p>UK overview of food, water and energy opportunities and challenges</p> <p>Option: Water</p> <p>Global patterns of water, impacts of water insecurity, strategies to increase water supply.</p> <p>Lesotho Highlands Water Project and Wakel river basin project named examples</p>	<p>Physical Landscapes</p> <p>River Landscapes; processes, landforms, UK river tees example, flooding.</p> <p>Coasts: Processes, landforms, management strategies, East Yorkshire coast example.</p>	<p>The Changing economic world</p> <p>Development- There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap.</p> <p>Nigeria (Case study of a Newly Emerging Economy). Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p> <p>Changing UK economy- Major changes in the Economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p> <p>Issue Evaluation</p> <p>Booklet issued in March on a different topic each year</p>	<p>Revision</p>	