



**KS3 Curriculum
Specification
Geography
Outwood Academy
Hasland Hall**



Key Stage 3 Curriculum Specification - Geography

Core Subject Content

Why is the study of Geography important?

Geography is the study of Earth's landscapes, peoples, places and environments. It is about the world in which we live and its study will make you question how and why the world is changing, globally and locally but also, how human actions can complicate and exacerbate natural changes and events. Geography will encourage you to think about the vast number of physical and human connections that exist within our world and about the pressures that the world's natural environments face. From Year 7 you will have the exciting opportunity to understand the natural processes that affect millions of people every year like volcanic eruptions, earthquakes and tsunamis, how climate change is affecting populations and how population change is itself affecting different countries. Geography allows you to study a wide range of topics from across the globe and enables you to develop a wide range of skills that you will use to interpret the world around you and understand how we can make changes that will have implications on a variety of scales, from your local area to the whole world! Your study of geography will encourage you to think deeply and help you more effectively make links to other subjects like Science and Maths, great life skills that all universities and employers will appreciate.

Across your study you will explore Physical, Human and Environmental Geography. You will gain an understanding of why countries are at different levels of development and the impact that this has on the populations and environments of those countries. You will understand the physical and human factors that cause and contribute to natural disasters and the importance of natural resources, ecosystems and economic links around the world. Lessons will provide a wide range of opportunities for group work, role play, independent research and will encourage you to challenge yourself to suggest solutions to problems faced around the world. Geography is both creative and problem solving and your geography classroom will be brimming with opportunities to explore the world through images, film clips, stories of personal experiences and of course, maps! You will engage with questions such as 'Does aid help or hinder the development of lower income countries?' Why do people live in dangerous places? How can we be more environmentally friendly? Why are global businesses important? How can the quality of life of the poorest people in the world be improved? You will have the chance to ask questions about what is changing in the UK and about your local environment, to study it more closely by collecting data and analysing it to find out what it tells you. Seems challenging - you are going to love it! Geography will expand your mind!

What you will know and understand from your study of Geography –

- The basic physical systems that affect everyday life e.g. our weather and climate, plate tectonics, water and nutrient cycles, wind and atmospheric currents
- You will learn the location of places and the physical and cultural characteristics of different places
- You will improve your understanding of why our world is so interconnected and how technology is changing the geography of the planet
- We will understand the geography of the past and how geography has played important roles in the way people develop their ideas to understand places and environments
- You will develop a detailed knowledge and understanding of a wide range and scale of places including your local area, your country and the world so that you can understand where places are, why events happen and what impact the location of these events might have
- You will be able to explain how the processes of human (e.g. urbanisation) and physical systems (e.g. weather and climate) have organised and sometimes changed the surface of the Earth
- You will understand and recognise the spatial organisation of population globally and in the UK
- You will use your understanding of spatial distributions at all scales — local and worldwide — in order to understand the complex connectivity of people and places
- You will learn to evaluate sensible evidence driven judgements about how people and the environment interact
- You will be able to apply your knowledge in order to suggest wise management decisions about how the planet's resources should be used
- You will gain a better understanding of global interdependence and how to become a better global citizen

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What skills will the study of geography teach you?

You are a citizen in this world and you need to know how to analyse a variety of sources of information, to be able to use data to identify key patterns. It will teach you to...

- interpret maps, diagrams, photographs and satellite images
- see patterns in our everyday lives and in the environments around us
- use Geographical Information Systems to explain geographic information
- collect primary data through fieldwork and about what secondary data is relevant and reliable
- present data using a wide variety of maps, graphs and diagrams
- understand how modelling can help us predict changes
- develop detailed written arguments that incorporate evidence
- solve problems
- use a variety of maths skills to help interpret geographical information and explain events and patterns
- recognise the strengths and weaknesses of data
- evaluate the usefulness of information
- assess the effectiveness of different data collection methods and data presentation techniques
- write strong arguments and use evidence to convince others of your viewpoint

How does your study of geography support your study in other subjects?

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

Geography touches on so many other subjects such as Science, where there are lots of overlaps with topics like ecosystems, tectonics and climate change. Our links with Maths include the use of graphical and statistical skills to analyse and interpret data so we can see patterns that we can explain. Geography shares the use and interpretation of texts and the development of written skills with English, and with history, the use of sources and the interrogation of them to consider whether they are reliable and how best to use them to back up our arguments. Geography is the perfect subject to link together the 'arts' with the sciences. You will learn methods of thinking and research that are widely applicable to other subject areas which will help to develop your thinking in all subjects.

How can you deepen your understanding of geography?

Geography is the perfect subject to cover key geography events such as: World Clean-up Day, World Fair Trade Day and Earth Day. The geography departments offer lots of great opportunities for you to really engage with this fabulous subject. In KS3 we engage with competitions and quizzes. Across Key Stage 3 students engage in local fieldwork activities, we follow the amazing geographical events that occur in the news so that if there is an eruption, an earthquake or hurricane, you get the chance to watch it and learn about it. We link to global geographical days like Earth Day and to UK events like Fairtrade Fortnight.

In GCSE, we encourage students to join the fieldwork opportunities that are on offer and trips like a UK coastal location like the Holderness Coast to observe coastal landforms and processes in action.

The revision website (geography.outwood.com) provides a rich resource of geography information for you to use to support your studies including revision guides, links to case studies or examples, key word glossaries and much more.

<https://docs.google.com/document/d/14JfkRPTRTDBuqdlVA9Uu7L1MstmkiSzJ4sNt0-N2Bil/edit?usp=sharing>

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How can geography support your future?

Of course we offer the study of GCSE and we encourage your continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of geography into GCSE or not you will have gained access to this enriching subject and its study will have taught you to think differently and deeply.

The very fact that geography develops such a wide range of transferable skills such as analysis, interpretation and the use of statistical techniques to explore a wide range of data will help your future applications be they for colleges, universities, apprenticeships or employment.

Geography is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g. BA Geography and Economics, Geography and Sociology, Geography and Management (University of Leeds), Social Sciences including Geography (Liberal Arts Degree at University of Durham). Students of geography will usually continue to study physical and human aspects of the subject but you can then opt for units that particularly interest you.

The study of geography can be a springboard into a huge range of career choices because of the transferable skills you will develop. Students who study geography are among the most employable people and according to the UK's higher education statistics, geography graduates are among the least likely to be unemployed after their degree. Of specific note are the analytical and IT based Geographical skills that geography students develop.

Geographers fulfil a wide range of careers; financial services, planning, working in the environment, environmental law, environmental engineering, travel and tourism, international charities, retail, international relations, GIS, management, environmental Health Technician, transport, GIS officer, environmental Adviser, sales Recruitment Consultant, GIS Technician/ Analyst, Data Quality Officer.

Key Stage 3 Curriculum Topic Delivery Plan

Key Stage 3 needs to be seen as an opportunity to build the skills and core knowledge required in order for our students to excel in geography. These years are not to repeat content being delivered in GCSE; but to allow us to build horizontal links to the GCSE topics, embedding within our students the core knowledge required to succeed in the discipline of geography.

The knowledge and skills within the geography curriculum give students the tools to allow them to explain the world around them, be evaluative and more critical. All units in Key Stage 3 are based around an enquiry question; allowing the teacher to constantly pose the question throughout the module. The acquisition of knowledge and development of geographical skills within these enquiries, subsequently allows for a depth of understanding to develop, resulting in students being able to successfully and confidently apply their geographical knowledge and understanding to a variety of questions.

Topic choices



There are 4 units which are considered as core units which relate to the 5 key concepts in geography - Why are Ecosystems so different? Is there a development gap? How are we linked to climate change? Physical landscapes *(which may be taught separately as optional units - How does ice change the world? Why are Rivers Important? What happens when the land meets the sea?).

There are an additional 4 units which link strongly with the KS2, KS3 programme of study and GCSE which are - Why is our world amazing? How diverse is Africa? Is Asia the most diverse and dynamic continent in the world?, How Risky are Natural Hazards?



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Year 7 (1 lesson per week)	Why is our world amazing?		Why are Ecosystems so different?		Is there a development gap?	Ice and Rivers
Year 8 (2 lessons per week)	How Risky are Natural Hazards?	How am I linked to climate change?	Is Asia the most diverse and dynamic continent in the world?	Coasts	Globalisation	Oceans
2022 Y9 (1 lesson per week)	Why is the Middle East an important world region?	Is tourism a blessing or a curse?	Wild Weather		Who are the prisoners of Geography?	



*Year 8 and Year 9 completed the Africa unit when in Y7 (on 2 hrs per week previously.) For current Y7 (and from then on) this will be added to the Y8 SOL

Title	Aim	Location / Place / Scale	Link to KS3 PoS	Link to KS2/1 PoS & GCSE Link	Links between units & Local geography/ fieldwork	Core Concepts
Do we live on the most amazing planet? 	Place This unit is designed to inspire students to see the awe and wonder of the world. Students explore each of the world's seven continents - focusing on one of the amazing places on each continent. This introductory topic will build on the geography students have covered before and induct them into the knowledge and skills of the geography curriculum.	An introduction to what makes each continent special. Specific examples from each: Iceland, Yellowstone, African languages, Bangladesh, Great Barrier Reef, Antarctica.	Knowledge of the world and continents and oceans.	KS1/2 - Key characteristics of Europe, North America, South America. name and locate the world's seven continents and five oceans. name, locate the four countries and capital cities of the UK. GCSE link - need to know continent names to explain distribution	Using maps, data and photos to inform and locate places. Links forward to Year 8 and Year 9 topics such as Hazards, Middle East, Climate Change, Ecosystems and GCSE topics of Natural Hazards, Resource Management and Urban Issues.	Development, economic activity, cultural diversity and awareness, multiplier effect Climate, physical processes, (physical) landforms, geology, natural hazards Management, opportunities & challenges Effects, responses Environmental impacts, resources, sustainability
Why are Ecosystems so different? 	Theme - Polar and hot desert environment Building on students' studies from their first topic, this unit will explore the vast biomes of the Earth - ranging from the polar environments to the hot and humid rainforests of the tropics and deserts. Students will explore how these environments have formed and developed and the unique plants and animals that exist here. Finally, they will explore the ways in which humans have started to change and influence these fragile environments.	Ecosystem studies in the Amazon, Sahara and North Pole. Links drawn to Amazing World. Links with the Africa unit (to come in Y9) and the Russia unit in Y8. Introduction to fieldwork in geography and skills introduced that support Paper 3 at GCSE	Polar and hot desert environments. Also soils, weather and climate Link to human and physical processes interact and change landscapes, environments and climate. Focus on how human activity relies on effective functioning natural systems.	KS1/2 - Climate zones, biomes and vegetation belts, GCSE link - Living world unit - theory, TRF & hot deserts.	Possible link to amazing world Local ecosystem study in school grounds	Economic activity, quality of life, development Adaptation, weather, climate, latitude, interdependence Interdependence, management, opportunities & challenges Polar, desert and rainforest challenges & opportunities Sustainability, environmental impacts



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<p>Is there a development gap?</p> 	<p>Theme - Development This enquiry will see students explore the differing level of development across the world. Students will tangle with big questions such as 'Why do we have rich and poor countries?' and 'Will Sierra Leone always be poor?'. A true Geographer's topic - we explore a range of locations around the world and their unique histories and features. Students will investigate the emerging global superpowers of India and China and see how they are shaping the world too.</p>	<p>Focus on development in Kenya. Students look at a range of strategies to reduce the development gap (link to GCSE): trade, aid, tourism. Links to Africa and Russia units.</p> <p>A chance to play 'The Development Game' and start to understand why some countries struggle to develop because of trade</p>	<p>International development and economic activity.</p>	<p>KS1/2 - Trade links, major cities. GCSE link - Economic change unit.</p>	<p>Possible link to amazing world</p>	<p>Aid, development, poverty and inequality, economic activity, migration, trade, quality of life and standard of living, urbanisation Climate, natural hazards, weather Natural disasters, opportunities and challenges Environmental impact</p>
<p>How does ice and rivers shape the land?</p> 	<p>Theme - Physical landscape The first chance students get to study classic physical geography! Students will look at the ways in which water and ice have shaped and changed our landscapes. Looking at a range of UK, and global, examples students will understand the important role these natural processes play in creating the world we have today. The first chance students get to study classic physical geography! Students will look at the ways in which water and ice have shaped and changed our landscapes. Looking at a range of UK, and global, examples students will understand the important role these natural processes play in creating the world we have today.</p>	<p>Individual unit which eventually builds to include local fieldwork at a stream. A study using the River Tees of how the rivers change from source to mouth and how processes change along the way. This therefore has a link to GCSE. Individual unit taught to really challenge Y7 as they think about the move to Y8. Links drawn to popular tourist areas of the UK. Links to Amazing World and Ecosystems.</p>	<p>Geological timescales, rocks, weathering, changing in climate, ice age to present and glaciation, Also human and physical processes, change in landscapes, human activity relies on effectively functioning natural systems. Rocks, weathering, hydrology Also human and physical processes, change in landscapes, human activity relies on effective functioning natural systems.</p>	<p>KS1/2 - Rivers GCSE link - Glaciers not chosen as GCSE option GCSE link - physical landscapes unit - rivers</p>	<p>Link back to processes - glaciers/ coasts</p>	<p>Development, economic activity Geological timescale, physical processes, geology, natural hazards Opportunities and challenges Effect</p>



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<p>How Risky are Natural Hazards?</p> 	<p>Theme - Hazards A detailed and in-depth exploration of natural hazards. Students begin their unit of study by investigating what a natural hazard is and considering the factors which affect risk associated with these. Students will explore the global distribution of a range of hazards and explore the ways that countries may respond to these. The in-depth hazard focus in this unit is volcanoes so students will be introduced into the physical processes which create volcanoes alongside the different classifications. Students will progress to study two named examples of volcanic eruptions, in contrasting locations. They will study the Eyjafjallajokull eruption of 2010 in Iceland and the 2018 Volcan De Fuego eruption in Guatemala. Exploring two contrasting examples will allow students to link back to their work on development from Y7. The topic will conclude with a focus on management of hazards and an evaluation of the role humans play in increasing hazard risk.</p>	<p>Focus on volcanic eruptions and the processes behind these. A look at HIC and LIC eruptions in Iceland (2011 Eyjafjallajokull) and Guatemala (Volcan De Fuego eruption in 2018)</p> <p>Links to GCSE where responses to hazards in LIC and HIC differ.</p>	<p>Although no direct reference in the KS3, it bridges the gap prior to content in GCSE/ a level from KS2.</p>	<p>KS1/2 - Volcanoes and earthquakes GCSE link - Natural hazards (although KS3 focus is Volc and GCSE is EQ)</p>	<p>Development. What is a hazard from weather hazards</p>	<p>Aid, Development, Poverty and Inequality Landforms, Natural Hazards, Physical Processes, Geology Management, Natural Disasters</p>
<p>How am I linked to climate change?</p> 	<p>Theme - Climate change Some people think climate change is the most pressing cause facing human life today. This topic will demystify some of the 'fake news' behind the phenomena and show students the real evidence. Students will consider the ways in which a changing climate affects us all - locally, nationally and globally. Students will learn about the causes, effects and impacts of climate change. They'll also learn about their powerful place in shaping this new world. Finally, students will conduct a fieldwork investigation in their local community - framed around climate change.</p>	<p>Focus on the evidence and causes for climate change and how students may be individually responsible by looking at their own carbon footprint. Then how this may impact students in their own lives in the future. Location examples of adaptation and mitigation in Chesterfield.</p>	<p>The change in climate from the Ice Age to the present and how human and physical processes interact to influence and change the climate and how human activity relies on the effective functioning of natural systems.</p>	<p>KS1/2 - GCSE link - Hazards unit focus on climate change</p>	<p>Distribution of natural resources - energy, food, water and minerals.</p> <p>Local fieldwork in school grounds looking at the potential for renewable energy.</p>	<p>Sustainability Climate Change Human/Physical Interactions Physical Processes Development</p>



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<p>Is Asia the most diverse and dynamic continent in the world?</p> 	<p>Place - continent / regional geography Similar to the Africa study students conduct, students will be exploring the continent of Asia. The largest, most populous continent on Earth. This topic will draw on a number of geographical threads students have covered previously - including development, ecosystems, climate change and landscapes. Students begin the topic with an exploration of the geographical boundaries of Asia and the contrasting ecosystems within the continent. This begins to inform their understanding of population distribution and the dominance of China and India within the continent. Students are introduced to India through a study of Mumbai - one of the world's most rapidly developing cities. The highly diverse nature of Mumbai will be contrasted with urban areas across Asia. The topic concludes with a study of two separate Asian regions - the Middle East and China. The contrasting economic development of these regions is important to global futures in the 21st century.</p>	<p>Links here to Amazing World studied in Y7 and also Ecosystems. A focus on China and it's independence and history and the culture of India. A focus on growth in the UAE, and a more detailed study on Mumbai - a city that has grown rapidly.</p>	<p>Asia's environmental regions (esp hot deserts), key physical and human characteristics, countries and major cities, similarities, differences and links between places through the study of human and physical geography of a region within Asia.</p>	<p>KS1/2 - Biomes of the world, locational knowledge GCSE link - Urban change issues with NEE/ LIC (although city example for KS3 is Asia and GCSE is Rio S.America)</p>	<p>Development indicators, ecosystems.</p>	<p>Sustainability Climate Change Human/Physical Interactions Physical Processes Development</p>
<p>What happens when the land meets the sea?</p> 	<p>Theme - Physical landscape The first chance students get to study classic physical geography! Students will look at the ways in which water and ice have shaped and changed our landscapes. Looking at a range of UK, and global, examples students will understand the important role these natural processes play in creating the world we have today.</p>	<p>Individual unit uses the closest coastline (east coast) to us and an example. A focus on how processes shape this coastline, and how management is applied along the coast. Links to the coastal unit of paper 1 at GCSE.</p>	<p>Geological timescales, rocks, weathering, hydrology and coasts. Also human and physical processes, change in landscapes, human activity relies on effective functioning natural systems.</p>	<p>KS1/2 - GCSE link - physical landscapes unit - coasts</p>	<p>Revisits glaciers in terms of processes</p>	<p>Sustainability Climate Change Human/Physical Interactions Physical Processes Development</p>



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<p>How does globalisation connect us?</p> 	<p>Place- regional geography This topic allows students to gain an understanding of how globalisation shapes our lives. Globalisation allows us to recognise the importance of the world and our relationships with other countries. Everything we do has an impact which is increasingly global rather than local or national. This unit looks at areas where inequality exists; consumption, economic growth and trade and considers the reasons and suggested pathways to greater global equality.</p>	<p>Place – understanding the human characteristics of places Space – understanding the interactions between places and the networks created by flows of information, people and goods Scales – from personal and local, to national, international and global.</p>	<p>Geographical enquiry – (a) ask geographical questions, think critically, constructively and creatively, (d) analyse and evaluate evidence presenting findings to draw and justify conclusions Graphical and visual literacy – use atlases and maps at a range of scales, photographs, and other geographical data, use graphical techniques to present evidence Geographical Communication – communicate their knowledge and understanding using geographical vocabulary and conventions in writing.</p>	<p>Variety of scales, from personal, local, regional, national, international and continental, to global A range of investigations, focusing on places, themes or issues Different parts of the world in their wider settings and contexts, including countries in different states of development Human geography Interactions between people, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	<p>Development, places units</p>	<p>Sustainability Climate Change Human/Physical Interactions Physical Processes Development</p>
<p>Are Oceans there to be exploited?</p> 	<p>Theme - Global Issues: Oceans This unit looks at the first of four global issues our society is facing today. Students begin by looking at where oceans are located and then look in detail to see how we use our oceans including tourism, oil/gas extraction, trade and fishing. We then study the Mariana Trench, the UK's diverse water, before studying the need to navigate through the Northwest passage and its current links to climate change. Development is a strong link to students exploring the Suez Canal blockage, China's reclamation of land in the South China sea followed by examining the Geography of crime linked to the Somali pirates. Following this, students then turn their focus back to climate change, deciding if the Arctic is a barometer of climate. Plastic pollution is the next focus, with a detailed look at the Great Pacific Garbage Patch followed by the causes and effects of the Deepwater Horizon explosion and the invasion of the signal crayfish. Finally we draw this unit together by looking how ecosystems have changed so much and why the oceans are in fact so important. Throughout this unit, skills are embedded and students cover maps, graphs and statistics.</p>	<p>Mariana Trench - What lies beneath? UK - How diverse are UK waters? Northern Canada - Why was the northwest passage important? Egypt - What happened at the Suez canal in 2021? China - Why is China building a great wall of sand? Somalia - The Geography of crime on the sea? Arctic - Why is the Arctic Ocean a barometer of climate? Pacific Ocean - What is the Great Pacific garbage patch? Gulf of Mexico - What happened on Deepwater Horizon?</p>	<p>Geographical skills in analysing and interpreting different data sources. Understand how human and physical processes interact Build on knowledge of globes and map</p>	<p>KS1/KS2: -World countries, Name and locate the world's seven continents and five oceans, Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans Interpret a range of sources of geographical information, human geography, including: types of settlement and land use, economic activity including trade links GCSE: -Hazards - climate changes and the oceans, Living world unit - theory</p>	<p>Mariana Trench linking it back to the Hazards topic and underwater hazards Northwest Passage and links to climate change alongside the study of the Arctic Development is linked with the Suez Canal and China's reclamation of land Ecosystems - study of how they have changed so much and why the oceans are in fact so important.</p>	<p>Sustainability, Climate Change, Human/Physical interaction, Physical processes, Development</p>

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<p>Why is the Middle East an important world region?</p>  <p><small>Created by Oliver Heywood for WJEC</small></p>	<p>Place - regional geography Students will begin with a study of why the Middle East region is important, this topic will then focus on the physical geography and climate of the Middle East. Before moving on to the human aspects of the Middle East where students will study the population, resources and conflict. Finally finishing with a country focus.</p>	<p>What physical geography will you cover? Which country will you select to study? Are there any cities you want to focus on such as sustainable ones. You could look into sport events .</p>	<p>The Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>	<p>KS1/2 - World countries GCSE link - no direct link</p>	<p>Possible link to Amazing world</p>	<p>Sustainability Climate Change Human/Physical Interactions Physical Processes Development</p>
<p>Is tourism a blessing or a curse?</p> 	<p>Theme - Global Issues: Tourism This tourism unit will be used as a vehicle to explore and pull together many different geographical strands from across the geography curriculum in a rich and engaging way to allow students a positive way to relate to the subject. They will consider the growth of tourism and the benefits and problems that this can bring socially, economically and environmentally. They will be evaluative in their approach to considering the issues looking at real life case studies and will have the opportunity to consider more sustainable methods. They will have the opportunity to investigate a location in detail through a decision making exercise before bringing the issues right up to date through considering the impact of a global pandemic and climate change on tourism.</p>	<p>Dubai - How has Dubai grown into a tourist hotspot?and What is the darker side of Dubai? Gambia - Is ecotourism the solution? Gambia - Footsteps lodge Ecuador - Is all ecotourism the same? - Mashpi Lodge Bail - DME: How can tourism reduce the development gap? Why is Bali a popular tourist destination? Should the Benoa Bay development be allowed?</p>	<p>Develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories]. Extend their locational knowledge and deepen their spatial awareness of the world's countries Understand how human and physical processes interact</p>	<p>KS1/KS2: -World countries GCSE: - Hazards unit- focus on climate change - Economic Change - using tourism as a tool to close the development gap - Paper 3 - Sustainable Decision Making Exercise</p>	<p>- Climate change and its impact on tourism - Development - a tool to increase economically -Resources - ensuring there is enough resources for a resort to develop Middle East - closer look at Dubai</p>	<p>Sustainability, Climate Change, Human/Physical interaction, Physical processes, Development</p>

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<p>How wild is our weather?</p> 	<p>Theme - Hazards Students will have the chance to study what the weather is and look into clouds and why it rains. Students will then focus on how we measure the weather and then how it's presented. They will then look in more depth at climate such as studying climatic zones, and why they differ. and the reasons for the UKs weather. Finally they will move onto tropical storms , a study tornadoes and finally look into wildfires.</p>	<p>Focus events: Australian Wildfires, Pacific Tropical Storms and American Tornadoes. Examples will depend on what is happening in the news at the time of teaching, with an aim to make this unit as current as possible.</p>	<p>Weather and climate, understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>	<p>KS1/2 - seasonal and daily weather patterns GCSE link - Hazards, extreme UK weather</p>		<p>Sustainability Climate Change Human/Physical Interactions Physical Processes Development</p>
<p>Who are the Prisoners of Geography?</p> 	<p>Place - regional geography This topic is based on Tim Marshall's book 'Prisoners of Geography' and is an investigation of the impact of Geography on a country's development. Whilst Russia is the focus of the topic, a number of other examples will be married in to give wider geographical context. This topic aims to bring together everything students have learnt in the previous two years. Considerations of Russia's environmental regions, the influence of these on human actions and development, the placement and importance of key cities and the subsequent position of the country in the world.</p>	<p>In introduction to the physical and human geography of Russia, with a focus on western (European) Russia but also northern Siberia (Asia) Links drawn with ecosystems work and resources, with some historical context in Ukraine and a look back at the Soviet Union and the Chernoybl nuclear disaster.</p>	<p>Russia's environmental regions (esp polar), key physical and human characteristics, countries and major cities, similarities, differences and links between places through the study of human and physical geography of a region within Asia</p>	<p>KS1/2 - World countries - location of Russia. GCSE link - no direct link</p>	<p>Possible link to Amazing world, ecosystems, development. As a final topic this is perfect to tie together all the units taught in KS3</p>	<p>Sustainability Climate Change Human/Physical Interactions Physical Processes Development</p>

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Key Stage 3 key requirements

There are 3 main aspects which are included within the whole key stage 3 curriculum planning, geography skills, fieldwork enquiry and the 5 core concepts.

1. Geographical Skills

The key skills within the Key Stage 3 curriculum are mapped across each unit of work to ensure that the range of geographical skills is taught, and students have the opportunity to revisit these key skills. These are integrated into units where they are most appropriate, but may also appear as starters and within quizzes.

	Geographical skills			Fieldwork
KS 1	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Ks2	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
KS 3	build on their knowledge of globes, maps and atlases and use these geographical tools routinely in the classroom and in the field	interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs	use Geographical Information Systems (GIS) to view, analyse and interpret places and data	use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

2. Fieldwork Enquiry Opportunities

In Key Stage 3, students should gain a wide experience of different fieldwork enquiries and build upon those in KS2 (see end column in table above). The aim is to ensure there are **three fieldwork enquiries within the Key Stage 3 curriculum** and these range from virtual visits, on school site investigations, local studies and the opportunity for a visit to a contrasting location. Each fieldwork opportunity does not have to cover every stage of the fieldwork process but may focus in on one or more aspects as appropriate.

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3. Core Concepts

Core Concepts:- 35 total				
Human Development (12)	Physical Processes (10)	Human and Physical Interaction (4)	Climate Change (5)	Sustainability (4)
Geographical Concepts:				
<ul style="list-style-type: none"> ★ Aid ★ Cultural diversity and awareness ★ Development ★ Economic Activity ★ Globalisation ★ Industrialisation ★ Migration ★ Multiplier effect ★ Poverty and Inequality ★ Quality of life and Standard of living ★ Trade ★ Urbanisation 	<ul style="list-style-type: none"> ★ Adaptation ★ Characteristics ★ Climate ★ Geology ★ Geological Timescale ★ Interdependence ★ Landforms ★ Natural Hazard ★ Physical Processes ★ Weather 	<ul style="list-style-type: none"> ★ Interdependence ★ Management ★ Natural Disasters ★ Opportunities and Challenges 	<ul style="list-style-type: none"> ★ Adaptation and Mitigation ★ Carbon Footprint ★ Cause ★ Effects ★ Response 	<ul style="list-style-type: none"> ★ Environmental impact ★ Renewable and Non-Renewable ★ Resources ★ Sustainability

Key Stage 3 Curriculum Specification - Geography

Assessment in Key Stage 3 geography

Assessment Objectives

Our Outwood Programme of Study for Key Stage 3 aligns to the National Curriculum Programme of Study for Geography. The Assessment Objectives are meeting the aims of the National Curriculum for our Key Stage 3 students.

Knowledge Aims 1	Demonstrating knowledge of locations, places, processes and environments at different scales. Question types could include: describe, give, define, outline or name.	<ol style="list-style-type: none"> 1. Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 2. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time 3. Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes 4. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) 5. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
Understanding Aims 1, 2	Demonstrates geographical understanding of concepts and interrelationships in relation to places, environments and processes. Question types could include: explain why, outline the reasons for, compare.	
Application Aims 1, 3, 4, 5	Apply knowledge and understanding in a new context Question types could include: interpret, analyse, evaluate and make a judgement or decision.	
Skills Aims 3, 4, 5	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. Question types could include: how many, describe, calculate, complete this graph to show, using figure 9...	

Assessment types in Key Stage 3

There is assessment throughout every unit of learning in Key Stage 3 and often this will take the form of a Key indicator piece alongside in lesson quizzing.

Regular quizzing is used within lessons and is incorporated in the planning over units/ series of lessons to assess students knowledge and skills. These include starters (uses as opportunities to regularly re-activate prior learning), 'Geog your memory', Fantastic Four, AFL strategies within lessons, plenaries and homework (Educake/ google forms).

There are also milestone assessment pieces.

***New assessment model 2022-23: see separate documentation- built around core concepts**

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Appendix

National curriculum - programme of study

Purpose of study

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.

Aims The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

National curriculum - programme of study coverage check

Subject content

- Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features.
- They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time.
 - In doing so, they should become aware of increasingly complex geographical systems in the world around them.
- They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources.
 - In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Locational knowledge

- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on **Africa, Russia, Asia (including China and India), and the Middle East**, focusing on their environmental regions, including **polar and hot deserts**, key physical and human characteristics, countries and major cities

Key Stage 3 Curriculum Specification - Geography

Place Knowledge

- Understand geographical similarities, differences and links between places through the study of human and physical geography of a **region within Africa**, and of a **region within Asia**

Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
 - physical geography relating to: **geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts**
 - human geography relating to: **population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources**
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems


Geographical skills and fieldwork

- build on their knowledge of **globes, maps and atlases** and apply and develop this knowledge routinely in the classroom and in the field
- interpret **Ordnance Survey maps** in the classroom and the field, including using grid references and scale, topographical and other thematic **mapping**, and aerial and satellite **photographs**
- use **Geographical Information Systems** (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to **collect, analyse and draw conclusions** from geographical data, using multiple sources of increasingly complex information


<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

Key Stage 3 Curriculum Specification - Geography

Skills checklist

SKILL	
 MAPS	A <ul style="list-style-type: none"> Latitude and Longitude Recognise and Describe Distributions and Patterns Maps at a Variety of Scales e.g. Transport, Population Density
	O <ul style="list-style-type: none"> 4 and 6 Figure Grid References Direction Scale and Distance Gradient, Contour and Spot Height Identifying Landscape Features Infer from Physical and Human Maps Describe Physical Features Infer Human Activity e.g. Tourism
	M <ul style="list-style-type: none"> Sketch Maps: Draw and Label Photos: Use and Interpret Ground, Aerial and Satellite Describe Human and Physical Landscapes Draw Sketches from Photos Label and Annotate Photos, Diagrams, Sketches, Maps, Graphs
	Line Graph
	Bar Graph
	Pie Graph
	Scatter and Lines of Best Fit
	Choropleth
	Proportional Symbols
	Complete Graphs
	Interpret Graphs
	Mean
	Range

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 GC	Percentage Increase/Decrease
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