Subject overview: KS3 GEOGRAPHY

Subject Rationale (Intent) linked to whole school curriculum mission

Department vision

The Geography department at St Edmund's aims to promote a curiosity about the world for our learners. Our aim is to encourage students who are disciplined, understand how to work, self-evaluating and ready for a life of continual learning. Delivering a knowledge-rich curriculum, we challenge our students to question and explore their place in the world and their values and responsibilities to other people, to the environment and to the sustainability of the planet. It is through geography that we learn how to become global citizens.

Intent

- 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
- 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.

Pupils make progress in Geography by developing knowledge about how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers. In developing disciplinary understanding, pupils will consider: (1) What questions geographers have explored (2) What skills and techniques have been chosen to help gather and analyse information (3) How findings have been presented and communicated.

Once disciplinary knowledge is mastered in a lesson or after a sequence of lessons, learning will be linked to substantive knowledge, and the second order concepts of place, space, scale, interdependence, physical and human processes, environmental interaction and sustainable development and cultural understanding and diversity. This combination of disciplinary and substantive knowledge allows pupils to develop their ability to 'think like a geographer', so that they ask questions, gather and evaluate information and draw conclusions. This is part of a broader set of life skills that help them to be active citizens of the world we live in, as well as preparing them for the next stage of their education.

The curriculum has been planned to broaden and deepen the knowledge and understanding of the learners as they progress through the key stage. Our sequence of lessons is deigned to build vast schemas inside the minds of our learners by constantly drawing connections between ideas, processes and places. This is achieved by daily, weekly and monthly reviews of learning. Every lesson features a retrieval practice task that encourages pupils to think hard about

previous learning. This is followed by detailed and structured explanations from expert teachers who use rigorous questioning, assessment for learning and modelling to ensure **all** pupils have learned. Only when our pupil's knowledge is secure do they move on to their independent practice, planned to be both challenging and engaging; adapted to support student for whom learning is more of a challenge, whilst developing critical analysis and evaluation to stretch higher order thinking. Teachers provide detailed feedback at any opportunity. The end of the lesson review is utilised as an opportunity for our teachers to build schemas further by explaining where our learners are going next.

Assessment at Key Stage 3 involves daily, weekly and monthly review. Pupil's will be tested on their knowledge every lesson through retrieval starters and end of lesson review in every lesson. End of topic assessments will revolve around geographical knowledge and skills; focusing on locational and place geography, human and physical characteristics and processes, cartographic, numerical and graphical skills. Students are regularly set Deeper Learning Activities to allow them to develop their independent learning skills, including questioning, planning, research, analysis and interpretation.

YEAR 7				
WEEKS	**TERM**	**Topic sequence** **(What are you teaching?)**	**Topic sequence rationale** **(Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission**	**Main method of assessment?**
WEEKS 1-7	**Term 1:1**	**My hometown** 1. What is geography? 2. Where is Wolverhampton? 3. Why is Wolverhampton a city? – history and growth 4. What sort of a place is Wolverhampton? – culture and attractions 5. What are the benefits and issues of living in Wolverhampton? 6. CTG / assessment Skills and techniques used in the UK Homework booklet will be delivered in lessons to support homework. Includes how to analyse and describe a graph, photo analysis, field sketch and reading comprehension.	This unit of work is taught first, intended to bridge any gaps in students' locational knowledge and subject specific skills. These are the basic geographical skills needed to effectively study Geography at KS3. Through the study of Wolverhampton and its historical growth, learners will be introduced to economic activity in primary, secondary, tertiary and quaternary sectors. Through the local geographical knowledge of Wolverhampton, these basic cartographical skills, along with an overview of UK major human and physical features are essential for further geographical study as every further topic at all key stages will include elements of this topic. Longer term, this links to the GCSE unit 'People of the UK'. Disciplinary knowledge includes statistical analysis, photo analysis, graphical techniques including bar, line. Key concepts evident in this unit are Place, Space, Scale, and Cultural understanding and diversity	Retrieval activity at the beginning of each lesson. CTG - types of geography Wolverhampton booklet with CTG UK Homework booklet with CTG
WEEKS 8-15	**Term 1:2**	**My hometown** 1. How do we give directions? 2. What is scale and how do we use it? 3. Four-figure grid references 4. Six-figure grid references 5. Reading the Wolverhampton OS map 6. Assessment	Using the Wolverhampton OS map as the end goal, this section of the My Hometown unit focuses on geographical skills linked to OS maps. It is scaffolded so that each skill is used in conjunction with the next – direction is used with scale; direction and scale are used with grid references. Longer term, this links to the GCSE Paper 3 – 'Geographical Skills'. When complete, this unit will form the basis for a fieldwork opportunity. This will take the form of a treasure hunt around Wolverhampton CBD to reinforce and deepen the understanding and application of their Wolverhampton knowledge and their map skills. Disciplinary knowledge includes OS maps, statistical analysis, photo analysis, graphical techniques including bar, line.	Retrieval activity at the beginning of each lesson. Map skills booklet with CTG Summative End of Unit Assessment

WEEKS 16-23	**Term 2:1** **Term 2:2**	**Coasts** 1. What are geomorphic processes? 2. What are waves? 3. How does longshore drift affect the coastline? 4. What does the coastline look like? – headlands and bays, spits 5. How do humans manage the coastline? – hard and soft engineering 6. Where is the Holderness coastline and why does it need protecting? 7. Should we protect the coastline? 8. Assessment	In this unit, students will be introduced to some of the physical processes that shape the UK. They begin with the geomorphic processes of erosion, transportation and deposition, before moving onto the origin of waves and their impact on our coastline. They study the formation of coastal landforms and the impact of human activity along the coast and how best to manage it. This unit looks to build on their knowledge from unit 1 by developing their locational knowledge of the UK and revisiting OS maps in a geographical context. The physical processes that are introduced in this unit are then revisited in the Yr8 Rivers unit, and will be broadened and deepened. Longer term, this links to the GCSE unit 'Landscapes of the UK' and the A Level unit 'Coastal Landscapes'. Key concepts evident in this unit are Place, Space, Scale, Interdependence, Physical and human processes, and Environmental interaction and sustainable development	Retrieval activity at the beginning of each lesson. Google Forms Independent study booklet with CTG Summative End of Unit Assessment
WEEKS 24-31	**Term 2:2** **Term 3:1**	**Resources** 1. What are the four types of industry? – primary, secondary, tertiary and quaternary 2. What is a resource? 3. What are the different types of energy? 4. How does the UK meet its energy demand? 5. How has the UKs energy demand changed? 6. How should the UK provide its energy in the future? 7. Assessment	This unit is early in year 7 and learning remains centred in the UK. It will recap prior learning on types of economic activity, focusing on primary industry and a case study on open-cast coal mining. Coal as a resource then forms the basis for a study on energy, and the importance of energy to humans. Locational knowledge of the UK will continue to develop, as well as statistical and graphical skills through the study of UK energy. This unit has a human emphasis as a contrast to the previous physical unit, although there is an environmental element. Longer term, this links to the GCSE units of 'People of the UK' and 'UK Environmental Challenges'. Key concepts evident in this unit are Place, Space, Scale, Physical and human processes, Environmental interaction and sustainable development, and Cultural understanding and diversity.	Retrieval activity at the beginning of each lesson. Independent study booklet with CTG Google Forms Summative End of Unit Assessment
WEEKS 32-39	**Term 3:2**	**Development and China** 1. What is development? 2. How can we measure development? 3. Where in the world is China? 4. What are China's physical characteristics? 5. How has China developed so fast? 6. What are the environmental effects of	In this unit, students are introduced to the concept of global development. They learn what development is and how it can be measured, leading to an appreciation of the classification of countries as either Advanced Countries (AC), Emerging and Developing Countries (EDC) and Low-Income and Developing Countries (LIDC). The unit then progresses into a study of China, beginning with the country's location as well as its human and physical geography. Students then look at the human processes that have resulted in the growing economic and political power of China, and are introduced to the concept of interdependence. It	Retrieval activity at the beginning of each lesson. Independent study booklet with CTG Google Forms

		China's rapid development? 7. Assessment	finishes with a study of the environmental impacts of this development, illustrating the difficulty of obtaining sustainable development. An independent learning booklet allows students to expand their knowledge of the historical and cultural traits of the country. This is the students first exposure to an in-depth country study. It will look to develop their world locational knowledge and delivers the first part of the comparative study between a region in Asia and a region in Africa. The unit has a mixture of human, physical and environmental elements. Longer term, this links to the GCSE unit 'People of the Planet'. Key concepts evident in this unit are Place, Space, Scale, Interdependence, Physical and human processes, Environmental interaction and sustainable development, and Cultural understanding and diversity.	Summative End of Unit Assessment

YEAR 8				
WEEKS	**TERM**	**Topic sequence** **(What are you teaching?)**	**Topic sequence rationale** **(Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission**	**Main method of assessment?**
WEEKS 1-8	**Term 1:1**	**Population** 1. Why is the world's population total changing? 2. What is the Demographic Transition Model? 3. What are the challenges caused by rapid population growth? 4. How did China manage its rapid population growth? 5. What are the challenges faced by slow population growth? 6. How is the UK managing its slow population growth?	In this first unit in Yr8, students look at how and why the population of the world is changing and some of the impacts of this change. It builds on the work they did on Development in Yr7, looking at the problems of a rapidly growing population in an EDC and slowing population growth in an AC. Students continue to develop their locational and place knowledge at different scales. They practice their graphic techniques and extended writing. Literacy is a key focus within topic areas 3 and 4. The rapid population growth topic has a focus on reading comprehension, whilst the topic on China's one-child policy has been written to provide the opportunity for application of reading comprehension, oracy and extended writing. This unit has been chosen as the first in Yr8 as it neatly links to the previous unit of work on Development and China at the end of Yr7. It develops some of the human processes discussed in this unit, whilst applying them to the topic of population. This topic in itself is an essential unit of learning as it covers such	Retrieval activity at the beginning of each lesson. Essay on the success of China's One-Child policy Google Forms

			important ideas such as overpopulation and an ageing population, all influencing our world today. Longer term, this links to the GCSE unit 'People of the UK'. Key concepts evident in this unit are Place, Space, Scale, Interdependence, Physical and human processes, and Cultural understanding and diversity.	
WEEKS 9-15	**Term 1:2**	**Population - migration** 7. What is migration? 8. Why is international migration occurring? – case study: Sudan to the UK 9. What are the effects of international migration? – case study: Sudan to the UK 10. Catholic values in Geography 11. Assessment	This term is a continuation and completion of the Population unit (due to the focus on literacy in the previous term). Focusing on migration, this is a topic area relevant to the students' understanding of the world they live in today. It looks to provide understanding of the reasons for and empathy with the refugees and asylum seekers travelling to the UK. Longer term, this links to the GCSE unit 'People of the UK'. Key concepts evident in this unit are Place, Space, Scale, Interdependence, Physical and human processes, and Cultural understanding and diversity.	Summative End of Unit Assessment
WEEKS 16-23	**Term 2:1** **Term 2:2**	**Rivers** 1. How do rivers shape our landscape? - types of erosion, transportation, mass movement, weathering 2. How does a river change downstream? - rivers long profile and drainage basin 3. What are the landforms created by rivers? - V-shaped valley, meanders 4. What is a glacier and how does it shape the landscape? 5. What are the causes and effects of river flooding? 6. How do humans manage rivers? - hard and soft engineering 7. Assessment	In this unit, students revisit geomorphic processes to broaden and deepen their understanding of how they shape the landscape. Students will learn about the physical processes that are dominant in creating fluvial landscapes and be able to explain how rivers impact on human activity and how humans attempt to manage them. As with the earlier unit on Coasts, this unit will look to develop students' sequential understanding of physical processes and landform formation. It will also provide an overview of the topic of glaciation. This unit will build on their locational and place knowledge of the UK. Students have already studied geomorphic processes in the Coasts unit in Yr7. In this unit, these concepts are revisited and enhanced with a greater variety and more complex understanding. Longer term, this links to the GCSE unit 'Landscapes of the UK'. A case study of river management will allow for students to question the various strategies used by humans to control rivers. There will also be an opportunity for students to recap their OS map skills with a Guided Skills activity. Longer term, this links to the GCSE Paper 3 - 'Geographical Skills'. This unit focuses largely on physical as a contrast to the previous unit. It will provide an opportunity for fieldwork as pupils will complete a local river study. This will allow pupils to develop such skills as writing a hypothesis, planning, field	Retrieval activity at the beginning of each lesson. Independent study booklet with CTG Google Forms Summative End of Unit Assessment

			work, analysis and interpretation of data, drawing conclusions and evaluation. Key concepts evident in this unit are Place, Space, Scale, Interdependence, Physical and human processes, and Environmental interaction and sustainable development.	
WEEKS 24-31	**Term 2:2** **Term 3:1**	**Urbanisation** 1. What is urbanisation and what are the causes? 2. How do cities grow in ACs? + What are the urban trends in AC cities? 3. What is the geography of India? + Why is urbanisation occurring in India? 4. What are the characteristics of a slum in India? case study- Dharavi 5. What is the geography of the Middle East? 6. What does a sustainable city look like? Case study- The line Saudi Arabia 7. Assessment	This unit is towards the end of Yr8 as it builds on some of the concepts introduced in the My Hometown unit in Yr7 and the Population unit of work earlier in Yr8, examining the human processes responsible for the growth of cities nationally and globally. Learning deepens the students' awareness of the social, economic and environmental impacts of urban growth. Students' locational and place knowledge at different scales is addressed again, focusing on the human and physical geography of India and the Middle East. Students will complete Independent study, allowing students to investigate the impacts of rapid urbanisation on Mumbai, notably the Dharavi slums. This unit focuses largely on human geography as a contrast to the previous unit, although there are elements of environmental. Longer term, this links to the GCSE units of 'People of the UK' and 'People of the Planet'. Key concepts evident in this unit are Place, Space, Scale, Interdependence, Physical and human processes, Environmental interaction and sustainable development and Cultural understanding and diversity.	Retrieval activity at the beginning of each lesson. Independent study booklet with CTG Google Forms Summative End of Unit Assessment
WEEKS 32-39	**Term 3:2**	**Africa** 1. What is the geography of Africa? 2. What is it like to live in Africa? 3. What is the geography of Nigeria? 4. What is it like to live in Nigeria? – health and education 5. What impact does malaria have on Nigeria? 6. What aid does Nigeria receive and how does it both benefit and hinder the country's development? 7. Assessment	This is the students second example of an in-depth country study. It will look to develop their world locational knowledge and delivers the second part of the comparative study between a region in Asia and a region in Africa. The unit has a mixture of human, physical and environmental elements. It is taught at the end of Yr8 due to the more challenging themes discussed and their interconnectedness. Key to this unit is to explore and dispel misconceptions, stereotypes and generalisations of the continent. It begins with a study of the diversity of Africa, what the continent is really like, as a contrast to what misconceptions students may have about what they believe it is like. Linking back to the Development work in Yr7, it uses data, text and photos to illustrate some of the differences between countries, notably Uganda and South Africa. It then concentrates on the geography of Nigeria, as a focal point to contrast with China. The physical and	Retrieval activity at the beginning of each lesson. Independent study booklet with CTG Google Forms Summative End of Unit Assessment

			human geography of the country is studied to better understand Nigeria's level of development. It finishes with a judgement on the success of aid in the country. Many students in the school have African heritage so this topic is relatable to their own personal geographies, allowing a celebration of their culture and providing an opportunity for them to share their life experiences. Students continue to develop their locational and place knowledge at different scales. They practice their graphic techniques, whilst a Deeper Learning Activity allows students to expand their knowledge of physical features of the continent, as well as four of the major biomes. Longer term, this links to the GCSE unit 'People of the Planet'. It also allows cross curricular links with Business/ Enterprise through the African Product Fayre. Key concepts evident in this unit are Place, Space, Scale, Interdependence, Physical and human processes, Environmental interaction and sustainable development and Cultural understanding and diversity.	

YEAR 9				
WEEKS	**TERM**	**Topic sequence** **(What are you teaching?)**	**Topic sequence rationale** **(Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission**	**Main method of assessment?**
WEEKS 1-8	**Term 1:1**	**Global Hazards** 1. Why do we have volcanoes and earthquakes? - theory of tectonics 2. What are plate boundaries? - destructive	In this first unit in Yr9, as with the following topics, the scale of the students' learning moves to entirely global. It begins with the theory of tectonics and the resulting plate boundaries. Learning is then delivered through case studies, including one to cover volcanic eruptions and two for earthquakes to show the influence of a country's level of development.	Retrieval activity at the beginning of each lesson. Independent study

		3. What happens when a volcano erupts? – Case study 4. What is a Supervolcano? 5. What are the predicted effects of a supervolcanic eruption? 6. What is an earthquake? Independent study booklet – Iceland, 2010 with CTG task	This topic is taught at the start of Yr9 as it is often viewed as one of the most exciting lessons in Geography, and is delivered here to maintain interest before GCSE options are chosen. This unit focuses largely on physical geography, although there is a strong emphasis on human. Longer term, this links to the A Level unit 'Hazardous Earth'. Key concepts evident in this part of the unit are Place, Space, Scale, Interdependence, Physical and human processes.	booklet with CTG Google Forms Summative End of Unit Assessment
WEEKS 9-15	**Term 1:2**	7. What is the impact of an earthquake in an AC? – Case study 8. What is the impact of an earthquake in an EDC/LIDC? – Case study 9. Is there a relationship between the severity of an earthquake and a country's level of development? 10. How can we mitigate earthquakes? 11. Assessment	This unit finishes with explicit teaching and assessment of a theme that has been taught throughout the KS3 learning journey, the relationship between natural hazards and development. Following the teaching of the two earthquake studies, students will be given time to assess the reasons for differences of impact between AC's and EDC/LIDCs (building on previous learning in Weather and climate in Yr7 and Rivers in Yr8). It is used as an opportunity for developing literacy, with oracy and extended writing the focus. This unit continues to focus largely on physical geography, although there is a strong emphasis on human. Longer term, this links to the A Level unit 'Hazardous Earth'. Key concepts evident in this part of the unit are Place, Space, Scale, Interdependence, Physical and human processes.	
WEEKS 16-22	**Term 2:1**	**Global Issues** 1. What is climate change? 2. What is causing the enhanced greenhouse effect? 3. What are the impacts of climate change? 4. How are humans mitigating climate change? 5. Why has the use of plastic increased? 6. What impact is plastic pollution having on the natural world?	In this essential topic, students are taught about the two great environmental issues of modern time. It begins with the evidence, cause (both natural and human), effect and management of climate change, before looking at the increasing use, impact and subsequent need for management of plastic pollution. It builds on prior learning from other years, such as Weather and Climate and China in Yr7, and Population and Urbanisation in Yr8. As the two biggest challenges of the 21st century, it requires students to link their understanding of global solutions to PSHE and the idea of global citizenship. This unit has an environmental emphasis as a contrast to the previous physical unit, although there is a human element. Longer term, this links to the GCSE unit 'Environmental Threats to Our Planet'.	Retrieval activity at the beginning of each lesson. Independent study booklet with CTG Google Forms Summative End of Unit Assessment

		7. How are humans mitigating plastic pollution? 8. Assessment	Key concepts evident in this unit are Place, Space, Scale, Physical and human processes, Environmental interaction and sustainable development, and Cultural understanding and diversity.	
WEEKS 22-28	**Term 2:2** **Term 3:1**	**Global Challenges** 1. What is conflict? 2. What are the causes of conflict? 3. What is the impact of conflict on development? 4. What is disease? 5. What is the link between geography and an infectious disease? 6. What is the link between geography and a non-communicable disease? 7. Can we ever eradicate disease? 8. Assessment	In this unit, students study the geography of two more key global challenges – conflict and disease. Beginning with conflict, students learn about the relationship between nations, states and territories around the world and how they are being contested. Case studies will be used to deliver these lessons. The second challenge of disease is then taught, with students learning what disease is and how it spreads. This idea is then linked to development with students studying an infectious disease in an LIDC and a non-communicable disease in an AC. The unit then ends with a debate on whether global disease can ever be cured, looking at the development of medicine and medical practices. This unit has a strong emphasis human, building on concepts from the previous unit. Longer term, this links to the A Level unit 'Disease dilemmas. Key concepts evident in this unit are Place, Space, Scale, Interdependence, Physical and human processes, and Environmental interaction and sustainable development.	Retrieval activity at the beginning of each lesson. Summative Mid-unit Assessment Summative End of Unit Assessment
WEEKS 29-34	**Term 3:1** **Term 3:2**	**Biomes of the World** 1. What is an ecosystem? 2. What is the global distribution of biomes? Overview of the world's biomes – location, climate, flora and fauna. To include 3. Polar, Tropical rainforest 4. Coral reefs, Savannah 5. Temperate, Hot deserts 6. Assessment	In this unit, students examine the global distribution of the world's biomes. It is taught towards the end of Yr9 as it builds on knowledge from previous topics in Yr7 (Weather and Climate, China), Yr8 (Africa) and Yr9 (Global issues), and because of the difficulty of the physical processes. It begins with a review of what is an ecosystem, before deepening this understanding with the identification of the components of an ecosystem and the complex concept of interdependence. It then moves on to build on prior knowledge of climate factors and biomes, to explain the general global location of biomes. The unit finishes with an overview of these major biomes to illustrate the diversity and beauty of the Earth. This unit has a physical emphasis as a contrast to the previous unit. It will provide an opportunity for fieldwork with a visit to the Eden Project. Longer term, this links to the GCSE unit 'Ecosystems of the Planet'. Key concepts evident in this unit are Place, Space, Scale, Physical and human	Retrieval activity at the beginning of each lesson. Summative Mid-unit Assessment Summative End of Unit Assessment

			processes, Environmental interaction and sustainable development, and Cultural understanding and diversity.	
WEEKS 33-39	**Term 3:2**	**Global threatened Environments** **Tropical Rainforest** 1. What processes are important in the TRF? 2. What is the value of and threats to the TRF? 3. How can we manage the TRF? **Coral reefs** 4. What processes are important in the coral reef? 5. What is the value of and the threats to the coral reef? 6. How can we manage the coral reef? 7. Assessment	This is the final unit of KS3 and as such employs the prior learning of the past three years. It has an emphasis on all three types of geography - physical, human and environmental - and their interconnectedness. Subsequently, increasingly complex and challenging content is covered, requiring pupils to be more cognitively developed. The first half of the unit looks at the global importance of tropical rainforests in detail, with a case study made of the Amazon Rainforest, focusing on processes, value, threats and management. The second half looks at the contrasting yet equally important biome of coral reefs, again focusing on processes, value, threats and management. This allows a comparison and judgement to be made on the local, national and global importance of both biomes. Longer term, this links to the GCSE unit 'Ecosystems of the Planet'. Key concepts evident in this unit are Place, Space, Scale, Physical and human processes, Environmental interaction and sustainable development, and Cultural understanding and diversity.	Retrieval activity at the beginning of each lesson. Extended writing on the value of Tropical Rainforests Extended writing on the threat to Tropical Rainforests and Coral Reefs Summative End of Unit Assessment