

Key Stage 3 Curriculum Overview

Geography

2022-23



King's College
The British School of Murcia



KEY STAGE 3 GEOGRAPHY

Geography is a compulsory subject at KS3. The National Curriculum for England is broadly followed, with adaptations for the local area. Topics have also been chosen to emphasise current global issues and develop geographical skills required for both iGCSE and IB DP Geography. Students have one lesson a week, of 55 minutes duration. A number of units are studied in a year, investigating a wide range of people, places and environments at different scales around the world. These units vary in length and allow for progression of knowledge, skills and understanding. Appreciation of the variety of topics requires a foundation of knowledge obtained from secondary sources such as maps, reference books, film clips, atlases, newspapers, photographs, statistics, as well as a multitude of online resources. These are used within the classroom and form some independent study requirements.

How can parents help?

- *Check in regarding work being covered and homework which will be set proportionally to the amount of time they have per week in class.
- *Ask your child to tell you about what they are studying, and get them to show you their exercise book and online portfolio.
- *Support when preparing for summative assessments.

Useful resources for further reading/revision:

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

<https://www.educationquizzes.com/ks3/geography/>

<https://www.common sense.org/education/top-picks/middle-and-high-school-geography-apps-and-websites>

<https://earth.org/>

<https://kids.nationalgeographic.com/>

<https://www.bbc.com/news>

<https://www.worldwildlife.org/>

<https://climatekids.nasa.gov/>



Year 7

Students come to Year 7 with varying experiences of KS2 Geography and so, in Year 7, courses are designed to establish their understanding and develop their awareness of the subject; competence in basic skills and their existing geographical knowledge. Case studies and real life examples predominantly focus on the continents of Europe and Africa. A range of formative and summative strategies will be employed to monitor pupil progress.

In conjunction with their exercise books, pupils in year 7 will create a Key Stage 3 Geography portfolio using google sites. This will be a “scrapbook” of online and exercise book work that will be ongoing throughout Key Stage 3, allowing pupils to reflect on their progress over a long period of time and build up a record of what they have achieved over the 3 years of Key Stage 3.

Term 1:

Topic:	Key objectives:
Geographical skills	-Mapping the origin of year 7 using choropleth mapping on google sheets to learn the earth’s continents and oceans. -Learning basic map reading skills to include scale, distance, 4 and 6 figure grid references, symbols and contour lines to show height and landforms. <u>SUMMATIVE ASSESSMENT:</u> Creating a Treasure Island that demonstrates understanding of the aforementioned skills.
Weather and Climate	-To define key Geographical terminology, considering the difference between weather and climate -Explain different rainfall types and varying global temperatures -Describe and explain climate in Spain, to include a practical recording noted weather over a period of time -Develop data presentation skills to present collected weather data



Term 2:

Topic:	Key objectives:
Weather and Climate continued	<p>-Analyze a range of graphs to describe and explain trends</p> <p><u>-SUMMATIVE ASSESSMENT:</u> A 45 minutes short and longer response test on the weather and climate unit</p>
Biomes: Mediterranean and Tropical Rainforests	<p>-Map the global locations of Mediterranean and Tropical Rainforest biomes</p> <p>-Describe and explain their distribution using knowledge of weather and climate</p> <p>-Complete a paired self-guided project on either the Mediterranean or Tropical Rainforest biomes to include the following: Global locations, ecosystem characteristics, examples of fauna and flora and their adaptations, human threats, and conservation options.</p> <p><u>-SUMMATIVE ASSESSMENT:</u> Pupils will write an extended response in timed conditions, to a GEographical question linked to their researched biome.</p>
The River Nile	<p>-Use mapping tools to describe and explain the geographical location of the River Nile</p> <p>-Describe and explain the uses of the Nile to human populations that live close to it.</p> <p>-Examine how water sources can be a source of international conflict between countries</p> <p>-Research and evaluate the Grand Ethiopian Renaissance Dam (GERD) as a source of international conflict</p>



Term 3:

Topic:	Key objectives:
The River Nile continued...	-Research and evaluate the Grand Ethiopian Renaissance Dam (GERD) as a source of international conflict <u>SUMMATIVE ASSESSMENT:</u> Respond to a decision making prompt, to decide how the dam conflict can be resolved peacefully.
Kenya	-Use mapping tools to describe the geographical location of Kenya and map significant physical and human features of the country -To use population statistics to consider how developed Kenya is -Investigate how the M-PESA is changing people's lives in Kenya -Describe and physical and human tourist attractions that Kenya offers and evaluate the benefits and problems that tourism creates -To complete a project investigating an indigenous tribe in Kenya focussing on history, lifestyle and customs, challenges and conservation <u>SUMMATIVE ASSESSMENT:</u> Test style focussing on all year 7 topics



Year 8

Year 8 Geography builds on skills and knowledge developed during year 7. The context of the topics covered in year 8 will focus on the continent of Asia. Pupils will continue developing their geography portfolio as a place of reference for online work, drawing comparisons between, and reflecting upon, work produced in year 7. A range of formative and summative strategies will be employed to monitor pupil progress.

Term 1:

Topic:	Key objectives:
Development	<ul style="list-style-type: none"> -Understand the different ways of defining development, and self-reflect on how developed each pupil's life is. -Use population databases to look at how different development indicators can be used to help decide how developed a country is. -Define the term disparity and explain different reasons as to why some places are richer than others looking at historical, political, social and economic factors. -Pupils will investigate a chosen Low Income or Lower Middle Income Country in Asia and complete a project on the challenges that are making it difficult to develop <p><u>SUMMATIVE ASSESSMENT:</u> Pupils will construct a realistic development plan for their chosen project country</p>
China	<ul style="list-style-type: none"> -To use mapping tools to describe and explain China's geographical location and its main human and physical features. -Use Population Pyramids to describe and explain population growth in China -Investigate environmental challenges in China linked to population growth and the growing middle class -Define pro and anti natalism and evaluate the success of China's One Child Policy



Term 2:

Topic:	Key objectives:
China continued...	<p>-Examine if changing energy demand in China can be managed sustainably</p> <p><u>SUMMATIVE ASSESSMENT:</u> PEEL essay evaluating the effectiveness of the Three Gorges Dam as a sustainable option for energy provision</p>
The Himalayas	<p>-Use mapping tools to describe the geographical location of the Himalayan mountain range</p> <p>-Explain how tectonic processes created the Himalayas</p> <p>-Explain the formation of geographical landforms found in the Himalayas caused by glaciation, erosion and deposition</p> <p>-Complete a group project on the Himalayan ecosystem, describing and explaining weather and climate, flora and fauna adaptations and human uses.</p> <p>-Is Everest too crowded? Evaluate the impacts of tourism caused by the highest peak in the world</p> <p><u>SUMMATIVE ASSESSMENT:</u> Pupils will complete a RAFT activity to demonstrate understanding of tourist impacts on Everest.</p>

Term 3:

Topic:	Key objectives:
India	<p>-Use mapping tools to describe and explain the geographical location of India, highlighting key physical and human characteristics</p> <p>-Use Population Pyramids to describe and explain population</p>



	<p>growth in India</p> <ul style="list-style-type: none"> -Use population data to consider how developed India is -Define and explain the growth of Megacities -Explain some of the benefits of megacities and challenges that they face -Pupils to complete a project investigation looking at urban challenges and solutions in the Megacity of New Delhi. <p>SUMMATIVE ASSESSMENT: A decision making exercise where pupils complete an extended piece of writing evaluating a solution for a given urban challenge in New Delhi.</p>
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Year 9

Geography in year 9, will continue to build on the foundation developed in year 7 and 8 and the knowledge and skills acquired during these two years. Terms one and two will continue a continental focus when applying real life examples, this time exploring the Americas. A key focus in year 9 term one and three, will be on current global issues, with term 3 an in depth look into the UN's Sustainable Development Goals (SDGs). The SDGs are a key theme that run throughout the IBDP Geography curriculum in Key Stage 5, and so exposing pupils early to these 17 goals will help build prior knowledge and understanding for possible future study at KCM. A range of formative and summative strategies will be employed to monitor pupil progress.

Term 1:

Topic:	Key objectives:
Climate Change	<ul style="list-style-type: none"> -Exploring the difference between the greenhouse effect and enhanced greenhouse effect. -Using evidence through noted climate alterations to show that current climate change is human induced.



	<p>-To use the Carbon Footprint concept to consider who is responsible for current climate change.</p> <p>-Assess the impact of climate change by current trends and future predictions using IPCC modelling</p> <p>-Examine the current and future impacts of Climate Change using an example from the Americas.</p> <p>-To evaluate current global and regional agreements and strategies to mitigate the impacts of Climate Change</p> <p><u>SUMMATIVE ASSESSMENT:</u> Create a climate action plan for your chosen country to adapt to the predicted impacts of Climate Change.</p>
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Term 2:

Topic:	Key objectives:
Natural hazards	<p>-Defining, categorising and introducing natural hazards</p> <p>-Describe the structure of the earth and how this leads to the theory of plate tectonics</p> <p>-Explain the occurrence of earthquakes at different plate boundaries</p> <p>-Research the Haiti earthquake of 2010 and consider how the development of the country and other geographical factors increase vulnerability. Consider both the short and long term impacts of the earthquake and how the earthquake was managed.</p> <p>-Explain the causes and impacts of Tsunamis resulting from shifting plates</p> <p>-Explain the formation of composite and shield volcanoes</p> <p>-Research a case study of a volcano, describe its impacts and evaluate the effectiveness of the responses to it.</p>



	-SUMMATIVE ASSESSMENT: A short and long answer style minutes test on Natural Hazards
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Term 3:

Topic:	Key objectives:
The Sustainable Development Goals (SDGs)	<p>-A historical look at the formation and development of the United Nations</p> <p>-Describe the origin and evaluate the success of the Millenium Development Goals (MDGs)</p> <p>-Gain an overview of the SDGs and their key objectives.</p> <p>-Examine the extent to which the SDG targets will be met by 2030.</p> <p>-To investigate a chosen SDG and consider the progress the selected country is making towards achieving that goal.</p> <p>-SUMMATIVE ASSESSMENT: To develop a country action plan that the government could follow, to make progress towards meeting its SDG targets by 2030.</p>