

Geography

Our intent: in our Key stage 3 curriculum we will help our students to understand what has always been, but now perhaps is ever more so, a highly interdependent and complex world. We will do this through the exploration of contemporary global issues such as the climate change emergency, ocean plastic pollution, environmental degradation, the overuse of energy resources, the challenges urban areas face and much more. Students will learn to be active participants and investigators in geographical enquiry, not just passive recipients of knowledge. An enquiry approach encourages students to engage and become independent thinkers, being able to make sense of geographical data. We will also encourage a questioning approach supported by real life evidence, building cultural capital across all aspects of the curriculum.

Year	Half term	Content
7	a)	The intent of this topic is to explore the student's locational knowledge and gauge their lived experience (cultural capital) of geographical concepts. By focusing on the UK (beginning at a small local scale) this topic provides the opportunity for students to extent their locational knowledge and deepen their spatial awareness of the UK's physical and human landscapes. It builds on content that should have been covered through Key Stage 2 including the location of the UK using maps of different scales. Students will learn about the factors that affect their perception of their local place (at a range of scales). It provides a sound base of skills for the other units at Key Stage 3 which allows students to study other key world locations in greater detail.
	b)	Students need to be competent in the geographical skills needed to collect, analyse, and communicate with a range of data gathered through experience of fieldwork (at a local scale) that deepen the understanding of key geographical processes. The intent is that students will be able to interpret a range of sources of geographical information including maps, diagrams, globes, and aerial photographs. Geographical Information Systems (GIS) will be used in a variety of ways. This unit builds on the foundations that should have been introduced at Key Stage 2.
	c)	Students will use prior knowledge to compare weather patterns from the UK (studied at Key Stage 2) with that of weather found in other areas of the world. Students will be encouraged to begin to justify and explain their choices in greater depth of detail. A range of key skills (from earlier in Key Stage 3) will continue to be developed further, providing a wider range of knowledge, and understanding. This topic also links to future learning in Key Stage 3 (Year 8) where students will focus on how physical processes affect the land in upland and coastal locations.
	d)	This unit builds on the foundations that have been introduced at Key Stage 2 in terms of natural hazards. It connects the learning of physical environments to the influences that these have on human choices (resilience). It provides a concrete base for other units in Key Stage 3 which allows the students to study other key locations, at a global scale, in more detail.
	e)	This unit takes elements from topics 1 and 2, building on locational knowledge and applying clear interdependent links between key physical and human concepts. This topic cements ideas of resilience and independent thinking with a range of decision-making exercises, stretching students' ability to justify and evaluate. It is positioned here to build on the use of GIS systems in previous topics. Here, students utilise secondary data and consider both the accuracy and value of such information. It also continues the study of locations at different spatial scales, with a focus on the local. Lived geographical experiences also play an important role in this topic.
	f)	We finish Year 7 by studying a range of social, economic, and environmental issues at a distinctly global scale. These issues are very much contemporary, ranging from plastics in the oceans to climate change and development. Students will build on their locational knowledge studied throughout the year applying a range of physical and human to key geographical ideas.

8	a)	The intent of this topic is to enable students to extend their locational knowledge and deepen their spatial awareness of the world's countries, including India and China. The topic also helps to develop student's understanding of human geography relating to population and urbanisation. These concepts can be difficult to investigate in Year 7. By looking at core human geography concepts in Year 7, we can build on this framework into Year 8. It also provides a framework for the Key Stage 4 Paper 2 topics. Here, students will study that a growing percentage of the world's population live in urban areas and that this brings opportunities and challenges.
	b)	In this topic the students will begin to be introduced to the concept of interdependence and that Geography often cannot be split into distinct 'physical' and 'human' components. They will be shown that a 'landscape' comprises physical, biological, and human elements and that these can shape people's lives. Students will also build upon the OS map skills (in the study of rivers, coasts, and mountains) that were covered in Year 7. Virtual and 'on-site' fieldwork is also used within this topic. Students will study two out of three physical landscapes. This topic gives them an excellent foundation for all three.
	c)	The intent of this topic is to give students a much broader overview of 'life in the UK', away from rural Lincolnshire. It will also introduce students to some of the challenges that society will face in the future, particularly regarding sustainability and management of natural resources. It gives the students the opportunity to use fieldwork to collect, analyse, and draw conclusions from geographical data, and to use GIS to view, analyse and interpret places and data. Students will finish the topic with a basic understanding of the features of sustainable urban living and the changing demand and provision of resources in the UK. Decision making and evaluation really come to the fore in this topic.
	d)	This unit builds on the foundations that have been introduced at Key Stage 2 in terms of ecosystems. It connects the learning of physical environments to the influences that human choices have on the environment. Students will study ecosystems at a variety of different scales from local coral reefs to biomes that span entire continents through the use of atlas maps and satellite images (GIS). There are opportunities for on-site field investigations. Here, students will cover the concepts of food webs/chains and global biomes.
	e)	This intent of this unit is to take concepts studied in topic 1 (World Cities) and develop these further. To understand why there are variations in economic development and quality of life at different spatial scales (local and global). Students will be able to explain and justify these using a range of specialised terminology. It also links well to the concepts of natural resources studied in topic 3 (Chall + opps). Students will experience an extension of their locational knowledge.
	f)	We conclude Year 8 with a focus on the continent of Africa. Through this topic we cover as many of the concepts and skills used throughout Key Stage 3 so far and apply them to a particular continent. Students will use a range of skills to focus on Africa and investigate environmental regions, key physical and human characteristics, countries and major cities.
9	a)	Year 9 starts with an investigation into Earth's key processes, building on the Hazards topic from Year 7. Plate tectonic theory is introduced along with the supporting evidence. A study of different types of plate boundaries follows to give students a clear understanding of the landforms and hazards that exist across different areas of the world.
	b)	Volcanic activity is brought to the fore alongside geographical skills such as sketch maps and annotated photographs. Comparisons between volcanoes are covered in depth along with two contemporary examples of earthquakes. Recent example studied include New Zealand and Nepal. Students will discover the difference in impacts, despite the earthquakes having similar characteristics.
	c)	A movement from ground based to atmospheric hazards takes place in the Spring term. Weather and climate from Year 7 is revisited and built on with studies of global atmospheric circulation and the links between climate change and tropical storms. A contemporary example is studied (Typhoon Haiyan) with an evaluation of the responses playing a major role in students understanding.
	d)	'Lived' experience and cultural capital forms the core of our studies this half-term investigating extreme weather events within the UK.

We seek to use lively minds, to work hard, to develop all our talents and to grow through sharing, to be the best version of ourselves

	e)	Linking all of the previous elements of the topic together is climate change. Here, students will discuss the evidence for, causes, impacts and management. At the end, they will be able to fully evaluate the impact that humans have had on the ever-changing climate and what the future may hold.
	f)	Year 9 finished with an introduction to ecosystems on a global and local scale. We revisit knowledge from Year 8 and again, build upon this foundation. Food webs/chains are discussed along with key terminology such as interdependence. Students are introduced to a local scale ecosystem and how fragile they can be. They will also study Yellowstone in the USA and how the re-introduction of species can have both positive and negative impacts.

