Key Stage 3 Curriculum Framework: (Geography)

Curriculum Intent

The Curriculum Framework in *(subject)* will:

- Fully cover and extend beyond the Programmes of Study: KS3 set out in the National Curriculum in England (September 2013).
- *Define using bullet points the curriculum intent which will shape the aligned KS3 framework in the subject area*.

Curriculum intent:

We aim to inspire and develop curious learners who have a fascination about the diversity of our planet. To enhance students understanding of the social, economic and environmental issues that affect people and places, while deepening their ability to reflect upon the interconnectivity and interdependence that exist within our human and physical landscapes. As students' progress through key stage 3 they will broaden their geographical vocabulary and incorporate previously learned core knowledge into more complex concepts, building on their critical analysis when exploring sustainable strategies to make conclusive judgements. Students will leave key stage 3 with excellent geographical knowledge and a range of geographical skills that they can apply to wider world challenges they face as they transition into global citizens.

Key Stage 3 Curriculum Framework: (Geography)

Year 7	Learning Cycle 1 *(7 weeks)*	Learning Cycle 2 *(6 weeks)*	Learning Cycle 3 *(7 weeks)*	Learning Cycle 4 *(6 weeks)*	Learning Cycle 5 *(7 weeks)*	Learning Cycle 6 *(6 weeks)*

Key Stage 3 Curriculum Framework: (Geography)

Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*	What is geography and what makes an exceptional geographer?	Why are our ecosystems valuable and what are their biggest threats?	How has our planets population changed over time and what are the impacts of this on settlement?	What factors influence our physical landscapes and how are they shaped by physical processes?	How does weather and climate differ and what are the causes and impacts of some of our extreme weather?	School specific topic – Timing dependent
Topic/Unit *The title or topic of the unit of work.*	Introduction to geography	Ecosystems of the world	Population and settlement	Physical landscape	UK weather and climate	
Powerful Knowledge *The subject specific (substantive) knowledge that pupils wouldn't otherwise encounter in their day-to-day lives.*	- To explore the continents and oceans of our planet - To investigate the difference between human and physical geography - To examine the geography of the UK - To understand how we define High Income Country's, Low Income Countries' Newly Emerging Economies (development classification) - To investigate the differences between Social, economic, environmental factors - To be able to read OS maps including grid references, symbols, contours, compass - To navigate using Longitude and latitude - To understand how to interpret Global Information systems.	- To explore the abiotic and biotic components within ecosystems - To investigate the distribution of biomes around the world. - To understand food chains and food webs within ecosystems - To examines the value of an ecosystem to both humans and the planet . - To explore the threats facing our ecosystems.	- To investigate the difference between urban V rural settlements - To explore how our population has change over time - To examines the national and international Migration causes including push and pull factors - To explore the effects of migration - To learn the different types of Settlement of locations around the world.	- To investigate the upland and lowland distributions within physical landscapes - To examine the Human, physical and environmental factors that influence physical landscapes - To understand how Weathering, erosion, transportation and deposition impact our landscape. - To explore the types of landscapes within the UK - Study of a physical landscape (river / coast OR glacier)	- The difference between the definition of weather and climate - To investigate various elements of the weather including the water cycle. - To explore and interpret climate graphs. - To understand how air mass' influence the UK weather. - To investigate the causes and impacts of extreme weather events using case studies.	School specific topic – Timing dependent
Disciplinary Skills *The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.*	- Cartographic skills - Reading location on a map - Statistics - Fieldwork (this could be virtual) - Development classification - Photograph interpretation	Cartographic skills Interconnections between systems Space and locational knowledge Statistics and data Temporal change	Cartographic skills Graphical skills Space and locational knowledge Statistics and data Temporal change	Cartographic skills Space and locational knowledge OS Maps Scale Virtual fieldwork Physical processes Photograph interpretation	Cartographic skills Space and locational knowledge Scale Physical processes Climate graph Photograph interpretation	School specific topic – Timing dependent
National Curriculum Coverage *Identify knowledge and skills defined in the National Curriculum Programme of Study.*	• 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	• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information	• Understand geographical similarities, differences and links between places through the study of human and physical geography. • human geography	• physical geography relating to hydrology and coasts. • understand how human and physical processes interact to influence, and change landscapes.	• They should understand how geographical processes interact. • They should develop greater competence in using geographical knowledge, approaches and concepts [such as	School specific topic – Timing dependent

	Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom. • human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors. • use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information	Systems (GIS). • 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 • 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 • environments and the climate; and how human activity relies on effective functioning of natural systems	relating to: population and urbanisation; international development. • Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data • They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. • Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world	• build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom. • interpret a range of sources of geographical information. • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical characteristics. • They should understand how geographical processes interact	models and theories. • Extend their locational knowledge. • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to weather and climate. • build on their knowledge of globes, maps and atlases and apply and develop this knowledge. • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data	
Subject Specific Literacy *The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.*	Ordnance Survey, Grid Reference, Four Figure, Six Figure, Contour, Symbols, Key, Investigation, Fieldwork, United Kingdom, place, development, compass, longitude, latitude, scale, social, economic, environmental, LIC, HIC, NEE	Ecosystem, biome, tundra, temperate, tropical, desert, interdependent, biotic, abiotic, adaptations, tropical rainforest, latitude, climate, food chain, food web, climate, producer, consumer, decomposer, nutrients	Settlement, rural, urban, demographic, population density, sparse, dense, migration, push, pull, immigration, refugee, emigration, national, internation, city, village, hamlet, town	Upland, lowland, erosion, transportation, weathering, deposition, landscape (river or coastal or glacial), relief, geology,	Weather, climate, relief rainfall, temperature, precipitation, prevailing wind, water cycle, evaporation, condensation, extreme weather, tropical, continental, maritime, polar	School specific topic – Timing dependent
Assessment *Outline the summative and formative assessment which will support the development of the*	• Academies will put in place a formative assessment regime during the term. This will ensure staff can	Academies will put in place a formative assessment regime during the term. This				

pillars of learning in this Learning Cycle.	identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. • A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%)	will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%)				

Key Stage 3 Curriculum Framework: (Geography)

Year 8	Learning Cycle 1 *(7 weeks)*	Learning Cycle 2 *(6 weeks)*	Learning Cycle 3 *(7 weeks)*	Learning Cycle 4 *(6 weeks)*	Learning Cycle 5 *(7 weeks)*	Learning Cycle 6 *(6 weeks)*
Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*	What are the factors influencing globalisation and how has globalisation impacted LIC's and NEE's?	How are resources distributed around the globe and what factors influence the demand both now and in the future?	What factors influence urbanisation and how can cities be sustainably managed?	How do fluvial processes impact our physical landscapes and how are we management our hazards?	How do plate tectonics influence the earths landscape and impact the living world?	School specific topic – Timing dependent
Topic/Unit *The title or topic of the unit of work.*	Globalisation	Resources	Rapid change	Rivers and coasts	Tectonics	School specific topic – Timing dependent
Powerful Knowledge *The subject specific (substantive) knowledge that pupils wouldn't otherwise encounter in their day-to-day lives.*	• To explore the classification of development using indicators • To investigate the economic sectors including primary, secondary and tertiary. • To define globalisation and look at the causes. • To explore the factors impacting globalisation • To investigate how TNC's have influenced countries around the world • To explore at least one TNC case study including which will include their impact on LIC's or NEEs	• To explore the definition and types of resources • To be able to explain the differences between Renewable and non-renewable resources • To analyse the distribution of resources around the world • To investigate the factors impacting supply and demand around the world. • To understand the reasons for rising consumption. • To explore the Impacts of resource security • To investigate a chosen case study of a resource (food, water, energy)	• To understand the definitions of urbanisation • To investigate the factors effecting urbanisation including Rural to urban migration and natural increase • To explore the consequences of urban growth including traffic congestion • To examine the ways of ensuring cities are sustainable • To investigate a chosen case study of at least one urban area	• ***You can study either a river or coast or both!*** • To explore the types of fluvial and or marine (river and or coastal) processes including erosion, transportation, deposition. • To investigate the features of a river or coastal landscape. • To examine the river or coastal landform formation. This will include one erosional and one depositional landform • To research River or coastal management strategies including hard and soft engineering strategies • To investigate an example of a River or coastal hazard for example river flooding or coastal collapse.	• To understand the structure of the earth, continental drift and theories including slab-pull. • To investigate the plate margins including constructive, destructive and conservative. • To explore the different types of crust including continental and oceanic • To analyse the distribution of earthquakes and volcanoes. • To investigate Earthquakes, volcanoes and tsunami formation • To research at least one case study of a tectonic hazard which will include causes, benefits, impacts and responses	School specific topic – Timing dependent

Key Stage 3 Curriculum Framework: (Geography)

Disciplinary Skills *The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.*	- Reading location on a map - Statistics and data - Development classification - Photograph interpretation - Graphical skills - Scale - Disciplinary literacy	- Reading location on a map - Statistics and data - Development classification - Photograph interpretation - Graphical skills - Scale - Disciplinary literacy	- Reading location on a map - Statistics and data - Photograph interpretation - Cartographic skills - Scale - Disciplinary literacy	- Reading location on a map - Photograph interpretation - Cartographic skills - Scale - Disciplinary literacy - OS maps - Fieldwork skills - Process diagrams - GIS	- Reading location on a map - Photograph interpretation - Cartographic skills - Scale - Disciplinary literacy - Process diagrams	School specific topic – Timing dependent
National Curriculum Coverage *Identify knowledge and skills defined in the National Curriculum Programme of Study.*	• 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 • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • 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. • 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 geography relating to: population and urbanisation;	• 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	• 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 • interpret a range of	• 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. • collect, analyse and communicate with a range of data. • interpret a range of sources of geographical information. • communicate geographical information in a variety of ways. • understand, through the use of detailed place-based	• 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. • interpret a range of sources of geographical	School specific topic – Timing dependent

	international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources	interdependent and how they bring about spatial variation and change over time. • interpret a range of sources of geographical information. • 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. • human geography relating to the use of natural resources. • build on their knowledge of maps	sources of information • communicate geographical information in a variety of ways, geographical information. • 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. • 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. • build on their knowledge of maps. • use Geographical Information Systems (GIS) to view, analyse and interpret places and data.	exemplars at a variety of scales, the key processes in: • physical geography relating to hydrology and coasts. • 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. • interpret Ordnance Survey maps in the classroom. • use Geographical Information Systems.	information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). • communicate geographical information in a variety of ways. • physical geography relating to: geological timescales and plate tectonics. • understand how human and physical processes interact to influence, and change landscapes.	

Key Stage 3 Curriculum Framework: (Geography)

Subject Specific Literacy *The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.*	Development, HIC, LIC, indicator, inequality, Birth rate, death rate, infant mortality, literacy rate, HDI, GNI, patient per doctor, life expectancy, access to clean water, TNC, primary, secondary, tertiary, quaternary, globalisation, industrialisation,	Resource, supply, demand, security, insecurity, consumption, production, sustainable, distribution, environment, social, economic, finite, renewable, non-renewable, fossil fuels	Urbanisation, natural increase, rural to urban migration, urban sprawl, industrialisation (de-industrialisation), traffic congestion, rural-urban fringe, sustainable, megacity, informal settlement, infrastructure, CBD	All schools: Erosion, deposition, transportation, landform, physical processes, management, hard engineering, soft engineering, hazard Rivers: waterfall, oxbow lake, meander, river flooding Coasts: Headland, bay, spit, constructive, destructive,	Crust, mantle, inner core, outer core, continental, oceanic, slab-pull, continental drift, destructive, constructive, conservative, subduction zone, distribution, primary, secondary, immediate, long term, response, earthquake, tsunami, volcano, magma, lava	School specific topic – Timing dependent
Assessment *Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning*	• Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not					School specific topic – Timing dependent

Cycle.	securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. • A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%)					

Year 9	**Learning Cycle 1** *(7 weeks)*	**Learning Cycle 3** *(6 weeks)*	**Learning Cycle 4** *(6 weeks)*	**Learning Cycle 5** *(7 weeks)*	**Learning Cycle 6** *(6 weeks)*
Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*	What are the causes of uneven development and how effective are the strategies that look to close the development gap?	How has our climate changed and what are the impacts?	How are our resources being managed sustainably?	School specific GCSE transition topic – Timing dependent	School specific GCSE transition topic – Timing dependent
Topic/Unit *The title or topic of the unit of work.*	Development inequality	Climate change	Resource management		
Powerful Knowledge *The subject specific (substantive) knowledge that pupils wouldn't otherwise encounter in their day-to-day lives.*	• To explore how development indicators show evidence of levels of development • To explore the causes of uneven development • To investigate the consequences of uneven development: disparities in wealth and health. • To examine the strategies used to reduce the development gap: • To investigate at least one case study of a country within an LIC or	• To investigate how our climate has change during a quaternary period • To explore the evidence that shows how climate has changed • To examine the natural theories around climate change • To investigate the human causes of climate	• To investigate the inequalities in supply and demand of resources. • To explore the changing demand of food resources • To evaluate the sustainable strategies to manage food resources • To explore the changing demand of water resources		

	NEE.	change. • To analyse the impacts of climate change including rising sea levels and extreme weather. • To explore a case study of the impacts of climate change using an LIC, NEE or AC. •	• To evaluate the sustainable strategies to manage water resources • To explore the changing demand of energy resources • To evaluate the sustainable strategies to manage energy resources		
Disciplinary Skills *The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.*	- Reading location on a map - Statistics and data - Development classification - Photograph interpretation - Graphical skills - Scale - Disciplinary literacy	- Reading location on a map - Statistics and data - Geographical processes - Photograph interpretation - Map interpretation - Disciplinary literacy - Studying photographs - Article interpretation from stakeholders -	- Reading location on a map - Statistics and data - Geographical processes - Photograph interpretation - Map interpretation - Disciplinary literacy - Studying photographs - Article interpretation	School specific GCSE transition topic – Timing dependent	School specific GCSE transition topic – Timing dependent
National Curriculum Coverage *Identify knowledge and skills defined in the National Curriculum Programme of Study.*	• Geographical knowledge, understanding and skills • human characteristics and how these provide a geographical context for understanding the actions of processes	• deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and	• knowledge about diverse places, people, resources and natural and human environments • deepen their understanding of the interaction	School specific GCSE transition topic – Timing dependent	School specific GCSE transition topic – Timing dependent

	• 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. • interpret a range of sources. • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • how geographical processes interact to create distinctive human and physical landscapes that change over time. • using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. • 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. • understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, 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. • defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • human geographical features of the world. • analyse and communicate with a range of data • interpret a range of sources of geographical information. • extend their locational	between physical and human processes. • develop contextual knowledge of the location of globally significant places – both terrestrial and marine. • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. • understand how human and physical processes interact to influence, and change landscapes, environments and the climate. • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. • use Geographical Information Systems (GIS) to view, analyse and interpret		

	of a region within Asia. • 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	knowledge. • understand geographical similarities. • places through the study of human and physical geography of a region within Africa, and of a region within Asia. • Hydrology. • 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. • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom	places and data.		
Subject Specific Literacy *The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.*	Development, HIC, LIC, indicator, inequality, Birth rate, death rate, infant mortality, literacy rate, HDI, GNI, patient per doctor, life expectancy, access to clean water, physical, economic, historical,	Climate change, global warming, Quaternary, glacial, inter-glacial, ice cores, tree rings, satellites, Milankovitch, sunspots, volcanic eruptions, enhanced greenhouse gas effect, emissions, human activity, radiation, rising sea levels, extreme weather, tropical	Natural resource, supply, consumption, carbon footprint, water insecurity, food miles, fossil fuels, non-renewable, renewable, agribusiness, hydroponics, water transfer, reservoir, sustainable, Hydraulic fracturing	School specific GCSE transition topic – Timing dependent	School specific topic – Timing dependent

		storms, droughts			
Assessment *Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.*	• Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. • A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%)			School specific GCSE transition topic – Timing dependent	School specific GCSE transition topic – Timing dependent