

## Key Stage 3: Geography – Curriculum Intent.

Our vision is for pupils to appreciate and marvel at the rich diversity that surrounds them. We encourage them to play an active part in the world they live in and we endeavour to foster curiosity in the ever-changing human and physical landscape. The wide ranging and ambitious curriculum develops an understanding of the processes that have shaped and continue to shape our contested planet. Geographers are taught to appreciate and empathise with the varied cultures that make up their local and global communities. Geography is more than just a study of space and place over time – it is about instilling a love of the world that we live in and seeing ourselves as stakeholders who will influence the future.

		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Half term 1</b>	<b>Subject area</b>	<b>Our amazing world</b>	<b>Our restless earth – violent volcanoes</b>	<b>Our threatened planet</b>
	<b>Core content</b>	The age and wonder of the seven continents Difference between country and continent. Physical, human and environmental features of place Appreciation of culture Introduce biomes	What are the processes which have shaped our planet? Why do people choose to live near such violent and destructive forces? How do volcanoes affect us and what do we do to respond to them?	What are the threats that each biomes faces? Students learn about the earth’s biomes and some of the threats that they face such as plastic pollution and climate change. Consider the impacts of these and how they may be mitigated against.
	<b>Place &amp; skills</b>	Global - all continents Latitude and longitude Atlas work - index, contents, using a key	Montserrat Social, economic and environmental effects Short and long term responses	Yellowstone NP Alberta Tar Sands
	<b>How can I help my child?</b>	Read Horrible Geography of the world by Anita Ganeri	Read violent volcanoes by Anita Ganeri  <a href="https://www.bbc.co.uk/bitesize/guides/zyhv4wx/revision/1">https://www.bbc.co.uk/bitesize/guides/zyhv4wx/revision/1</a>	Watch the news for climate related issues. <a href="https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts">https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts</a> <a href="https://www.bbc.co.uk/bitesize/guides/zh2p34j/revision/1">https://www.bbc.co.uk/bitesize/guides/zh2p34j/revision/1</a>
<b>Half term 2</b>	<b>Subject area</b>	<b>Our local area</b>	<b>Are we all the same? Development</b>	<b>Middle East &amp; Rivers of ice</b>
	<b>Core content</b>	Where IS my local area? Where is York in relation to other places? How are cities, counties, countries and continents different?  Map skills taught through the case study of York	How are countries different? Why are some richer than others? How do they develop and change? How do we measure development? What are sweat shops and why do they exist? How can we help countries go get richer?	What is it like living in the Middle East? What threats do they face? Is Dubai a sustainable city?  How have glaciers shaped the landscape? How is this land used today? What threats does this create?

	<b>Place &amp; skills</b>	York Yorkshire UK physical Geography Counties and major cities Grid references Emotional mapping Scale Distance Relief Compass direction	Using an atlas Drawing and interpreting graphs and data Team work	Middle East Dubai Yemen  Lake District  Map skills - contours Revisit grid references Team work & decision making
	<b>How can I help my child?</b>	<a href="https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1">https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1</a> Buy an OS map of York and use it to practice map skills <a href="https://shop.ordnancesurvey.co.uk/map-of-york/">https://shop.ordnancesurvey.co.uk/map-of-york/</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zvwtspb">https://www.bbc.co.uk/bitesize/topics/zvwtspb</a>	<a href="https://www.bbc.co.uk/bitesize/guides/zftyvdm/revision/2">https://www.bbc.co.uk/bitesize/guides/zftyvdm/revision/2</a>
<b>Half term 3</b>	<b>Subject area</b>	<b>Life on the edge – should we be protecting the coast?</b>	<b>Our growing world - population</b>	<b>Could Russia be the next global superpower?</b>
	<b>Core content</b>	What are the processes that are shaping Britain's coastline How has the coast changed over time and how does it continue to change How can we protect the coastline and what are the implications of protecting it	How has the world's population changed? What drastic measures have places like China taken to control population? Why do people want to migrate to other places? How does this affect the places they leave behind?	How does Russia's physical geography limit it? Why is the population of Russia declining? How have Russia's relationships with the rest of the world changed?
	<b>Place &amp; skills</b>	Holderness Coast Old Harry Norfolk coast Changing maps over time Evaluation - should we protect or not?	Population pyramids & demographic transition model China Singapore / Kerala Poland	Russia Former USSR  Climate graph Interpreting maps and resources
	<b>How can I help my child?</b>	<a href="https://www.bbc.co.uk/bitesize/topics/z6bd7ty">https://www.bbc.co.uk/bitesize/topics/z6bd7ty</a> <a href="#">Read- Popcorn: Geography Corner: Coasts - Popcorn: Geography Corner (Paperback)</a> <a href="#">Read Cracking coasts by Anita Ganeri</a>	Watch the news when there is a focus on refugees  <a href="https://www.bbc.co.uk/bitesize/topics/zg7nvcw">https://www.bbc.co.uk/bitesize/topics/zg7nvcw</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zf89cmn/articles/zcrx2v4">https://www.bbc.co.uk/bitesize/topics/zf89cmn/articles/zcrx2v4</a>
<b>Half term 4</b>	<b>Subject area</b>	<b>Living spaces</b>	<b>Living spaces extreme – adapting to live in the most extreme environments</b>	<b>Crime</b>
	<b>Core content</b>	How have settlements grown and changed? How are settlements different around the world? How do we	How is world population distributed and why? How do people, plants and animals adapt to living in harsh physical environments.	How does the place we live in affect the types of crimes which happen? Do urban areas follow a crime pattern? How can geography be used to

				tackle crime? Do pirates still exist? How is fashion linked to environmental crime?
	<b>Place &amp; skills</b>	India - Dharavi Tokyo  Choropleth map Photo annotation Poetry	Svalbard Sahel Amazon Maldives Interpretation data from graphs Climate graph	York  GIS
	<b>How can I help my child?</b>	<a href="https://www.bbc.co.uk/bitesize/guides/z24ksg8/revision/3">https://www.bbc.co.uk/bitesize/guides/z24ksg8/revision/3</a>		Familiarise them with GIS <a href="https://storymaps.arcgis.com/collections/7dfb9efa5d3e490c95d5ebd8b314289a">https://storymaps.arcgis.com/collections/7dfb9efa5d3e490c95d5ebd8b314289a</a>
<b>Half term 5</b>	<b>Subject area</b>	<b>Geology rocks</b>	<b>Help – we are running out of oil!</b>	<b>How has the UK changed?</b>
	<b>Core content</b>	How has the world changed over millions of years? How do rocks moved around the rock cycle? How does weathering change the world we live in?	How do we source our energy? What different types are there - renewable and non renewable. How will we cope when the oil has all run out? Should we be using nuclear instead?	How has deindustrialisation had an impact on the urban landscape of Britain? How have UK cities had to rebrand themselves to survive?
	<b>Place &amp; skills</b>	Scale (time) UK high ground Himalayas	Choropleth maps Drawing graphs and charts UK (fracking)	Newcastle London
	<b>How can I help my child?</b>	<a href="https://www.bbc.co.uk/bitesize/guides/zsg639q/revision/1">https://www.bbc.co.uk/bitesize/guides/zsg639q/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zw d2mp3/revision/3">https://www.bbc.co.uk/bitesize/guides/zw d2mp3/revision/3</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/z3bgvwx">https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/z3bgvwx</a>	<a href="https://www.internetgeography.net/topics/de-industrialisation-in-the-uk/">https://www.internetgeography.net/topics/de-industrialisation-in-the-uk/</a>
<b>Half term 6</b>	<b>Subject area</b>	<b>Wild weather</b>	<b>Raging rivers – how do rivers shape the landscape?</b>	<b>Ecosystems</b>
	<b>Core content</b>	What forces drive our weather What is the difference between weather and climate Wild weather in the USA - Hurricane Sandy School microclimate survey - Where should we put a new bench?	How do processes work to change the way the land looks? How does this have an impact on people? Why do some places flood and others do not? How can we save York from flooding?	Why are the worlds Tropical Rainforests shrinking and why should we care? Small and large scale ecosystems with a focus on the causes and impacts of deforestation. IS it too late to save our rainforests?

<b>Place &amp; skills</b>	USA - Hurricane Sandy School site UK weather	York  Fieldwork	Dalby Forest  Malaysia
	Plotting a hurricane - latitude and longitude Data collection for enquiry - microclimate Graphing results - located		
<b>How can I help my child?</b>	Read Stormy Weather by Anita Ganeri	Read Raging Rivers by Anita Ganeri	Read Bloomin' Rainforests by Anita Ganeri

### Homework policy

Homework tasks will be set related to the learning objectives of each lesson, this will be an average once a fortnight. Tasks for Year 7 and Year 8 are in the form of a choice grid. Pupils select their own tasks to do which are staged in terms of level of difficulty. They are encouraged to challenge themselves with each subsequent piece of work. Some EL tasks may form part of assessment at the end of a topic and will usually assess understanding and skills.

Tasks could include:

- Learning key words- meaning and spellings for current topics
- Building on skills learnt in lesson e.g. practice map skills such as 6 figure grid references or draw a graph to represent something.
- Researching information that extends learning from lessons and to prepare for upcoming lessons e.g. researching and keeping up to date with current geographical news events
- Applying classroom learning through a different format e.g. role play task written up into a newspaper report
- Making models, producing videos or making PowerPoint presentations.
- Revision – e.g. self-assessment completing RAG sheets and active revision strategies
- Exam style questions – e.g. practicing '1+1' answers and named example questions applying knowledge and understanding from the lessons

### Assessment

Assessment is usually at the end of each topic and will take the form of shorter answer questions to assess understanding of what has been taught. There will be a longer piece of writing in most topics which will be assessed by the class teacher - this may not necessarily be at the end of a topic. Some assessments may be skills based and set as multiple choice questions.

### Feedback policy

Feedback is verbally ongoing throughout lessons and immediate for individuals, pairs or groups according to the set tasks. Students will be expected to act positively on the feedback given and to improve or refine their work.

Students will be given some feedback on EL; this may be a suggestion of how it may be improved or a comment on the success of a piece of work. Star and wish marking will take place on two specified pieces of work each term (usually one skills piece and one written piece), one of which will be an assessment piece which will be given a 'marking

grid' to be highlighted showing what students have achieved and how to improve. Feedback lessons will follow these pieces to allow students to improve their work in DIRT based on the guidance given.

Where appropriate teachers may give whole class feedback where there have been common errors across a piece of work.

Students are encouraged to amend and add to their answers in a red or brightly coloured pen (not green).