

Key Stage 3 Geography Curriculum Overview 2024 – 2025 Big Ideas/concepts: knowledge of place, physical and human processes, cartographic skills, geographical enquiry, the ability to reach conclusions, synoptic skills.

| 7.1 Geographical Skills | 7.2 Our Island Home | 7.3 Our Planet | 7.4 Water and Rivers | 7.5 Coasts | 7.6 Exploring Places |
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| Students will develop geographical skills, terminology and understanding they need to apply through application to read them for KS3 and 4 interpretation and analysis of cartographic and graphical tasks. | Students will develop place and locational knowledge through studying the UK, understanding the processes that led to the formation of the British Isles. They will consider the human features of the UK relating to population and development. | Students will understand the structure of the earth and formation of natural landforms over time. Students will appreciate why the earth's atmosphere is crucial for human life and the process involved in modifying it. They will cover biomes and how certain plants and species have adapted. | Students will study the importance of water and how it cycles through the world. They will cover geomorphic processes of erosion and deposition and how they shape river landforms. They will develop graphical skills through the process of hydrographs. | Students will understand the processes of waves and tides and their influence on the coastal landscape. They will develop knowledge on human reactions to these processes and the need for management of coastal landscapes. | Students will study place both in its geographical and social context. They will develop locational knowledge of places around the world, understanding how climates and landscapes vary in scale and place. They will consider a sense of place, and how that is perceived by others which will help to inform why individuals choose to live in underdeveloped or extreme places. |
| Content: <ul style="list-style-type: none"> • Maps & continents • Distance & Direction • Four figure grid references • Map Contours • Six figure grid reference • Latitude & Longitude | Content: <ul style="list-style-type: none"> • Living on our Island home • Our local area • Island home formation • What is our island made of? • Weather & climate • Air quality • Fieldwork Practical | Content: <ul style="list-style-type: none"> • Earth Structure • Geological time • Atmosphere • Natural Landforms • Biomes • Plant and animal adaptations | Content: <ul style="list-style-type: none"> • Where is all the water? • Water cycle • Drainage Basins • Rivers • River Hydrographs • River processes • Waterfalls • Fieldwork Virtual | Content: <ul style="list-style-type: none"> • Coastal processes • Coastal Landforms • Coastal Management • Case Study Example • Fieldwork Virtual • Tides | Content: <ul style="list-style-type: none"> • Mystery landscapes • Nosy geography • Sense of place • Types of maps • Mystery in Victorian London • Cool places • Graph Skills • Extreme places • Climate zones • Food Chains <ul style="list-style-type: none"> • Forbidden Places • Noisy Places • Accessible Places • Iceland Adventure • Cheddar Man • Cadair Idris • Natural Hazards • Human Planet • Waste Management • Wind Energy • Fieldwork Practice |
| 8.1 Cold Environments | 8.2 Hot Deserts | 8.3 Geography Rocks | 8.4 Weather & Climate | 7.5 Development & Population | |
| Students will develop understanding of the why some regions are cold, how they have change over time on earth. They will cover how cold environments are a challenge for humans through the study of different regions. They will investigate the risk cold environments pose socially and economically. | Students will explore the distribution of deserts and develop knowledge of climate and the influence of the climate on the landscapes and ecosystems. They will study different landforms and the processes involved in shaping them. Students will investigate the issue of water supply with a country and explore a desert country example. | Students will develop further knowledge on geological time of earth, the rock cycle and then explore individual processes affecting the cycle and how this shape our landscapes. They will investigate a UK region and understand how the processes involved have altered the way humans utilise the landscape. Students will explore how humans can exploit geology for social, economic and environmental gain. | Students will study the weather and climate, and the difference between the two, to build further knowledge on types of weather and the processes involved. They will explore a variety of natural weather hazards and consider the impact of climate change on weather and climate; they will further explore how climate is affecting ecosystems globally. | Students will explore world population growth, considering population distribution and density, and explain the reasons for population change. They will develop knowledge on migration causes and the impacts associated with the movement of people. Students will explore development, uneven development, rapid development and the implications of these concepts on populations, regions and resources. They will develop place knowledge of development through the study of Africa as a region and through Uganda and China as a named country. | |
| Content: <ul style="list-style-type: none"> • Mystery in the ice • Where is all the ice? • Pole of cold • Living in the far north • Hidden continent • Glacial Landscapes in the UK • Avalanches • Avalanche Case Study | Content: <ul style="list-style-type: none"> • Hot deserts • Desert's location • Desert life • Wind processes • Water processes • Water Supply -UAE • Desert Country - Yemen | Content: <ul style="list-style-type: none"> • Geological Time • Rock Cycle • Peak District • Weathering • Rock to Soil (Fieldwork virtual) • Sand Dunes • Rocks on the move • Fracking • Living on a volcano | Content: <ul style="list-style-type: none"> • Convectonal Rainfall • UK Weather & Climate • High & Low air pressure • Extreme Weather • Hurricanes & Tornadoes • Climate Change • Coral Reefs • Microclimates • Indian Monsoon | Content: <ul style="list-style-type: none"> • Quality of life • Development • Measuring Development • Uneven Development • Winged Scourge • Child Labour • Sustainable development in Uganda • Population growth • Population distribution and density <ul style="list-style-type: none"> • Birth and death rates • Population Change • Ageing population • Population Structure • Migration • Population resources • China population and control • Unrecognised nations & Micro nations • African population | |
| 9.1 World of Work | 9.2 Environmental Issues | 9.3 Going Global | 9.4 Restless Earth | 9.5 Getting GCSE Ready | |
| Students will the different types of industries and how the UK workforce has changed over time. They will develop knowledge on how development affects the workforce and gain insight into how workforce structures are a key indicator of development. | Students will explore the issue of air pollution, considering the sources and its impact on human health and how it can be tackled. Students will understand the role of carbon and how it is cycled within Earth at a range of spatial scales and timescales. Students will develop knowledge around the conflict of oil and changing human opinions. They will explore the ocean plastic and solutions | Students will explore how the world has become globalised and the underlying causes and consequences of its rapid growth. Students will develop knowledge of Transnational Corporations and the benefits and costs that they bring to a country. They will study regional conflict because of globalisation through the study of the South China Sea. | Students will develop further knowledge on the tectonic plate theory and the different t plate boundaries that occur. They will study the natural hazards associated with tectonic processes before exploring how countries can predict and prepare for such events. Pupils will conduct a research task on a natural hazard. | Students will continue to develop geographical skills, including graphical, cartographic and numeracy based. They will be introduced to Geographic Information Systems and develop further theory on fieldwork. | |
| Content: <ul style="list-style-type: none"> • World of work • Uk employment • Farming and change • Manufacturing considerations • Kings Cross regeneration Case Study • Fieldwork (Land use) • Cambridge Decision Making Exercise | Content: <ul style="list-style-type: none"> • Air pollution • Tree-orography • Carbon Cycle • Fieldwork (Carbon Cycle) • New Silk Road • Climate Change opinions • Oil drilling • Ocean Plastic | Content: <ul style="list-style-type: none"> • Globalisation • Trading game • New Silk Road • Economic development • Transnational Corporations • South China Sea • Fieldwork (Economic factors) | Content: <ul style="list-style-type: none"> • Continental Drift and Mid Atlantic Ridge • Palte Tectonics and boundaries • Earthquakes • Haiti Case Study • Predict and Prepare • Tsunami's • Volcanoes Research Task | Content: <ul style="list-style-type: none"> • Cartographic Skills • Numeracy Skills • Graphical Skills • GIS introduction | |