Key Stage 3 Curriculum

Geography

In Year 7 Students will study:

THE WINSFORD ACADEMY

	Winter Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Content	**What is Geography?** **Locational Knowledge** Extend locational knowledge and deepen spatial awareness of the worlds countries to focus on Environmental regions, including polar and hot deserts Locate key physical characteristics such as oceans, mountains and rivers Locate key human characteristics such as cities and countries **Place Knowledge** Understand geographical differences between Africa, Russia, Asia **Physical Geography** Understanding What physical geography and environmental geography is	**Population** **Locational Knowledge** Asia (India) - human characteristics **Place Knowledge** A region in Asia – India understand geographical similarities, differences and links between places through the comparison of population data **Human Geography** Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in population and urbanisation **Interaction between human and physical processes** How human activity relies on	**Rivers** **Locational Knowledge** Mapping the physical characteristics (rivers) in Africa, Russia, Asia and the Middle East **Physical Geography** The influence of weathering on hard and soft rock and soils in the formation of river Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in hydrology and rivers **Interaction between human and physical processes** Understand how human and physical processes interact to influence and	**Urbanisation** **Place Knowledge** Moscow as a megacity (Russia) **Physical Geography** Not explicitly covered within this topic **Human Geography** Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in population and urbanisation **Interaction between human and physical processes** Understand how the growth of urban areas influence and change landscapes, environments	**Tourism** **Locational Knowledge** (Africa) using maps to identify key physical and human characteristics within Kenya that facilitate tourism (Middle East) using maps to identify key physical and human characteristics within Dubai that facilitate tourism **Place Knowledge** Understand similarities and differences between the climate of the UK and Kenya and links through tourism. Understand similarities and differences between the climate of the UK and Dubai	**Coasts** **Physical Geography** The influence of weathering on rocks and soils in the formation of coastal features Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in coasts **Interaction between human and physical processes** How human and physical processes interact to influence and change landscapes via approaches to coastal management. **Geographical skills and fieldwork**

	Human Geography **Interaction between human and physical processes** **Geographical skills and fieldwork** Build on knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field	the effective functioning of natural systems – looking at physical factors that affect where we live. **Geographical skills and fieldwork** Build on their knowledge of globes, maps and atlases, by identifying where people live and the physical characteristics of these areas Topographical and other thematic mapping, and aerial and satellite photographs to compare areas of varying population density Use of GIS maps to analyse the location and size of megacities	change landscapes, environments vi approaches to river management **Geographical skills and fieldwork** Use of atlas skills to map out the worlds rivers Interpret OS maps to identify river features Using GIS to explore flood plains and housing patterns	and the climate **Geographical skills and fieldwork** Using knowledge of maps to identify different types of settlement patterns Using OS maps to identify changes in land use within urban areas Using GIS via models and theories – the Burgess Land Use Model, to enrich locational knowledge and environmental and spatial understanding **(G**S3)	and links through tourism. **Physical Geography** Understanding how weather and climate influences the appeal of tourist destinations. **Human Geography** Understanding that tourism is a tertiary economic activity **Interaction between human and physical processes** Understand how tourism can influence and change landscapes, environments and the climate How tourism relies on the effective functioning of natural systems **Geographical skills and fieldwork** Use of atlas skills to identify worldwide tourist destinations Use of OS	Build on knowledge of maps and apply and develop this knowledge routinely in the classroom and in the field Using OS maps to explore coastal areas and develop this knowledge routinely in the field and the classroom. Using GIS maps to explore different coastal features and identify changes in physical and human features over time. Use fieldwork in contracting locations; Rhyl and Llandudno, to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

					maps to identify some features of UK coastal resorts Use of GIS to identify most visited tourist resorts	
Homework	**HW1:**Topic New Knowledge **HW2:** Topic Recap	**HW1:**Topic New Knowledge **HW2:** Topic Recap	**HW1:**Topic New Knowledge **HW2:** Topic Recap	**HW1:**Topic New Knowledge **HW2:** Topic Recap	**HW1:**Topic New Knowledge **HW2:** Topic Recap	**HW1:**Topic New Knowledge **HW2:** Topic Recap
Wider Curriculum Offer	What typical Geography careers are there? What sort of geographical skills will help you to find a job?	What careers are linked to measuring and understanding population? What does a census officer do?	How do jobs in the environment agency flood management department relate to river processes?	How does change in land use affect job opportunities in urban areas? What sort of job opportunities are there at the Albert Docks?	What jobs exist within the travel and tourism sector? What are job conditions like in the travel and tourism sector (pay, hours of work etc).	What job opportunities are there in coastal engineering? What type of jobs are available in coastal resorts?
Assessment	End of topic recap assessment	End of topic recap assessment	End of topic recap assessment	End of topic recap assessment	End of topic recap assessment	End of topic recap assessment

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Content	**Plate Tectonics** **Locational Knowledge** To extend locational knowledge and deepen student's spatial awareness in relation to plate boundaries and a range of global tectonic hazards. Asia - Pacific Ring of Fire **Place Knowledge** Pacific Ring of Fire Japan (tsunami) Boxing Day Tsunami **Physical Geography** Physical geography relating to Geological timescales and plate tectonics; Understanding impacts of tectonic hazards and human mitigation strategies. Develop knowledge of theories; Alfred Wegener and the theory of plate tectonics. Plate tectonics	**International development/ Globalisation** **Locational Knowledge** To understand geographical similarities, differences and links between places. Asia **Place Knowledge** A region in Asia (India) Africa **Physical Geography** Extension of knowledge. **Human Geography** International development in relation to specific place studies Understanding of economic activity, within a range of sectors **Interaction between human and physical processes**	**Ecosystems** **Locational Knowledge** To extend locational knowledge of a range of global biomes Africa Russia, Coral Reefs. **Place Knowledge** To understand similarities and differences between global biomes **Physical Geography** Weather and climate Soil profile in a rainforest **Human Geography** The use of natural resources (deforestation, mineral extraction) **Interaction between human and physical processes** To understand how human and physical processes interact within the context of global biomes and small	**The Middle East** **Locational Knowledge** Extending locational and place knowledge of the Middle East **Place Knowledge** To study a region in Asia (Middle East) – intercontinental (Africa) **Physical Geography** Weather and climate **Human Geography** To study population Economic activity The use of Natural Resources **Interaction between human and physical processes** To understand how human activity relies on the	**Weather and Climate** **Locational Knowledge** UK Climate **Place Knowledge** To understand geographical similarities and differences in relation to UK climate. Topical Case Study **Physical Geography** Weather and Climate **Interaction between human and physical processes** To understand how human and physical processes interact in relation to climate **(HP1)** **Geographical skills and fieldwork** Using geographical skills and fieldwork in contrasting locations to	**Geography of my local area** **Locational Knowledge** To extend locational and place knowledge of Winsford and the surrounding local area. **Place Knowledge** To understand geographical similarities and differences, making links between places. **Physical Geography** Delamere Forest Weaver River (PG4) **Human Geography** To understand at a local scale the demographics of the local area To understand at a local scale the economic activity of the local area (HG3) To understand at a local scale the use of natural

	Rocks (in the context of tectonic plates) **Interaction between human and physical processes** Understanding how human and physical processes interact in relation to tectonic hazards Human mitigation in relation to tectonic hazards. **Geographical skills and fieldwork** Within this scheme of work students will develop their geographical skills, building on knowledge of maps**,** aerial and satellite photographs and use of GIS	In relation to economic activity, understanding how human activity relies on natural systems **Geographical skills and fieldwork** To develop geographical skills further, use of atlases, thematic mapping and GIS	scale ecosystems **(HP1, HP2)** **Geographical skills and fieldwork** To develop geographical skills further, use of atlases, thematic mapping, GIS – to analyse and interpret data in relation to biomes	effective functioning of natural systems (mineral extraction) **Geographical skills and fieldwork** To develop geographical skills in the context of map skills , aerial and satellite photographs and use of GIS analysis**.**	collect, analyse and draw conclusions from geographical data relating to microclimate.	resources (salt mines) **Interaction between human and physical processes** To understand how human activity has influenced the physical landscape. **Geographical skills and fieldwork** Opportunity for local fieldwork e.g. hedgerow ecosystem at Whitegate Way Lessons designed to incorporate a range of geographical and fieldwork skills.

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Wider Curriculum	Why do people work near tectonic hazards? What search and rescues jobs exist in the UK?	What job opportunities has globalisation created?	What does a marine biologist do? What does a conservationist do?	What jobs do people from the UK do in the Middle East?	What job opportunities are there at the Met. Office?	What jobs linked to geography exist within my local area?
How you will be	End of topic recap assessment	End of topic recap assessment	End of topic recap assessment	End of topic recap assessment	End of topic recap assessment	End of topic recap assessment

	Winter Term		Spring Term		Summer Term	
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Content	**<u>BRICS</u>** **Locational Knowledge** To extend locational knowledge and deepen spatial awareness in relation to Africa, Russia**,** China**,** **Place knowledge** To understand geographical similarities and differences in relation to place study of a region in Africa and a region in Asia**.** **Human Geography** Each of the BRICs lessons will have a focus in relation to the Human Geography criteria on the KS3 National Curriculum. Brazil – Natural Resources	**<u>Glaciation</u>** **Locational Knowledge** To extend locational knowledge of globally significant areas gained at KS2. To extend their locational knowledge in relation to polar environments **Place knowledge** UK landscapes (national scale) International scale case study. **Physical Geography** Geological timescales Climate change from the Ice Age to the present Glaciation **Human Geography** Development opportunities within Cold Environments Economic opportunities The use of natural resources within	**<u>Natural resources</u>** **Locational Knowledge** To extend locational knowledge of globally significant areas gained at KS2. Russia/Ukraine **Place knowledge** Place study relating to Chernobyl and Abafan disaster **Physical Geography** Recall of KS2 curriculum in relation to energy distribution. **Human Geography** Recall of KS2 curriculum in relation to energy and economic activity. **Interaction between human and physical processes** How human and physical processes have interacted to change the	**<u>Global Issues</u>** **Locational Knowledge** Dependent on topical lesson choice. **Place knowledge** Dependent on topical lesson choice. **Physical Geography** Understanding physical geography relating to the change in climate from the ice age to the present **(PG3)** **Human Geography** Topical lessons taught to inspire in pupils a	**<u>Changing urban environments</u>** **Human geography relating to urbanisation, including;** How human and physical processes interact to influence and change landscapes Using models and theories – the Burgess Land Use Model, to enrich locational knowledge and environmental and spatial understanding. Locational knowledge of megacities and key case studies at different scales; Rio and Liverpool Understanding through the use of detailed place based exemplars (Liverpool and Rio) the key processes in urbanisation. **Links to key stage 4 National Curriculum** Understanding that a growing percentage of the world's population live in urban areas Understanding that urban growth creates challenges for cities in LICs and NEEs Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges	

	Russia – Population/ Urbanisation India – Economic Activity China – One child policy (population and urbanisation **Interaction between human and physical processes** In relation to economic activity/natural resources/human activity. **Geographical skills and fieldwork** To develop geographical skills in the context of map work, GIS and analysis of thematic mapping.	cold environments **Interaction between human and physical processes** To understand how human and physical processes interact within cold environments and how human activity relies on the effective functioning of cold environments **Geographical skills and fieldwork** To develop geographical skills in the context of map work, GIS and analysis of thematic mapping	landscape of Pripyat	curiosity and fascination about the world. Knowledge about diverse places. **Interaction between human and physical processes** Understanding that both human and physical processes interact to affect the climate (**HP1)** Students to deepen their knowledge and understanding of the interaction between human and physical processes.	Urban sustainability requires careful management of resources and transport. **Fieldwork opportunity – Liverpool visit**	
Homework	**Recap –** Geography of Winsford **New Knowledge –** 100 point homework	**Recap –** China one child policy **New Knowledge –** glaciers around the world	**Recap –** Processes of glaciation **New Knowledge –** Renewable energy projects	**Recap** – Ways to conserve energy **New Knowledge** – current global issue research	**Recap** – Global issues – world map annotation **New Knowledge** – Rio fact-file	**Recap –** Urban projects in Rio **New Knowledge-** Liverpool fact-file

Wider Curriculum Offer	What are the job opportunities within BRIC countries? How do BRIC countries provide job opportunities for people from the UK?	What jobs exist in glacial environments? What are the challenges of working in glacial environments?	What jobs are linked to the energy sector? What other resource jobs exist in the UK?	How do global issues impact on job opportunities within the UK?	What job opportunities exist in Rio? What job opportunities exist in Liverpool? How do urban issues and challenges affect employment
Assessment	End of topic recap assessment	End of topic recap assessment	End of topic recap assessment	End of topic recap assessment	End of topic recap assessment