

SUBJECT: Geography

KS3 CURRICULUM PLAN 2020-21

KS1 and 2 Knowledge and Key skills

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	<i>Settlement Skills</i>	<i>Global settlement</i>	<i>Raging Rivers</i>	<i>Wild Weather</i>	<i>Amazing Antarctica</i>	<i>Chaotic Coasts</i>
Knowledge	Students can recall what human and physical processes are. Students can describe the function of local and global settlements. Towns in Mumbai (India)	Students can describe a shanty town and the environmental problems with shanty. Students can link to sustainability and how we can reduce the impact of shanty towns on people quality of life.	Students investigate the impact of rivers on the UK landscape. Students evaluate the impact of flooding on the landscape and people.	Students learn about different types of weather. What affects weather and the impact weather has on the UK and around the world. Students link impacts to climate change.	Students investigate the threats to Antarctica and how we can protect this environment	Students learn about the physical processes that shape the UK coastline
Skills	Students will learn how to interpret an OS Map, work out scale, direction, grid references and locate places on to maps. Understand gradient, contour and spot heights.	Decision Making skills. Interpret and extract information from different types of graphs and charts to make detailed paragraphs of analysis	OS Map skills, interpreting data sources such as line graphs, food webs, bar charts. Write detailed paragraphs of analysis.	Hurricane tracking data, OS map skills, numerical calculations. Understand and correctly use proportion and ratio, magnitude and frequency.	OS map skills, Construct sophisticated graphs - climate graphs. Use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range and mode) Speaking and listening skills - debating	OS map interpretation. Construct sophisticated graphs - Radial, compound bar charts and look for trends within the data. They will identify weaknesses of using types of data. Calculate percentages. Demonstrate an understanding of number, area and scale.
Key Vocab	Map, Symbols, Grid References, Physical/Human Geography	Sustainability, shanty towns, slum, poverty, deprived, quality of life	Rivers, Source, Confluence, Mouth, Flooding	Weather, Hurricanes, Precipitation	Fishing, Pollution, Scientific research, Geo politics	Erosion, Deposition, Spit, Bar, Defences, Management

Key Knowledge Transfer

YEAR 8	SUMMER 2	SUMMER 1	SPRING 2	SPRING 1	AUTUMN 2	AUTUMN 1
TOPIC	<i>Glaciation and Peri-Glaciation</i>	<i>Climate Change</i>	<i>Superpowers</i>	<i>Globalisation</i>	<i>Health and Development</i>	<i>Hazardous Earth</i>
Knowledge	Students will learn about the Tundra biome. Glacial processes that shape the landscape and how humans interact with this fragile, but cold environment. Students will investigate the impact of drilling for oil in Alaska.	Students will investigate the impact of climate change on a global and local scale. Students will evaluate the current and future risk to different ecosystems.	Students will learn about which countries have different sources of power. How power affects the economy (globalisation) peoples lives (development) and the environment (climate change).	Students will learn about the process of Globalisation and how its not just about economics. They will examine a range of examples which show different types of globalisation. They will also assess the benefits and problems globalisation can bring.	Students will learn about what types of development are. How to measure development and the study of range of inequalities. They will also look at how other issues such as health are linked to development. Finally, they will begin to evaluate different methods of improving inequality.	Students will learn about our increasingly hazardous earth. Why living near the 'ring of fire' causes such large catastrophic earthquakes and why people in the developing world suffer on an unimaginable scale.
Skills	Make and interpret cross sections and transects, describe and interpret data presented in a GIS map. Use and understand gradient, contour and spot height on OS maps and other isoline maps. Use and understand coordinates, scale and distance.	Climate graph interpretation, numerical calculations such as mean, median, mode, range and annual totals. Students will build upon Y7 and write a detailed paragraph of analysis and identifying weakness in their presentation.	Select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals. Students will write to justify and evaluate.	Proportional lines, bar charts and line graph interpretation. Interpret and extract information from different types of graphs and charts to make detailed paragraphs of analysis.	They will be able to analyse a range of data from sophisticated graphs to statistical evidence from development indicators. They will be able to use sources of information to write an evaluation.	Map skills, numerical scales such as magnitude and richter scales , mapping volcanic impacts. Understand logarithmic scales. Be able to write conclusions.
Key Vocab	Freeze-thaw, plucking, permafrost, climate change, Trans-Alaskan Pipeline	Temperature, climate, water and air pollution, environmental damage	Interdependent, geo-politics, globalisation, economy	Transport, technology, connections, trade, economic growth	Quality of life, sustainable, inequality, poverty trap, economy, infant mortality	Plates, Tectonic, Convection, Subduction, Tsunami, Earthquake, Volcano

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	<i>Global Ecosystems</i>	<i>Rainforests</i>	<i>Taiga Forests</i>	<i>Energy Crisis</i>	<i>Urban Landscapes</i>	<i>India</i>
Knowledge	Students locate a range of global biomes. Students can recall the characteristics of the tropical rainforest, deserts and taiga forests. Students learn about the fragile food webs found in these biomes.	Students study the characteristics of the Rainforest. Assess the impact of humans on the delicate ecosystem. Students study the Rainforests value and what currently threatens its future.	Students will investigate the characteristics of the Taiga forest, also known as the snow forests in Northern Russia and Canada. They will investigate the threats to this biome and how we can protect it for future generations.	Students study the increasing threat of energy insecurity. They will investigate the global issues surrounding oil, coal and natural gas shortage. In addition to this, students will also evaluate the use of unconventional fossil fuels used across the USA.	Students will explain how mega cities grow and what drives urbanisation. Students will investigate how UK cities change over time, with links to New York and Mumbai.	Students will study the increasing global power of India. How shanty towns have grown on a gigantic scale and how this is having an impact on the urban landscape
Skills	Interpreting food webs, food chains, Gersmehl nutrients cycle (proportional circles)	Interpreting data sources such as GIS images, maps and charts. Interpret and extract information from different types of graphs and charts followed by detailed paragraphs of analysis	Interpreting data sources such as GIS images, maps and charts. Write detailed paragraphs and be able to identify weaknesses in the data.	Describe and interpret data presented in a GIS map. Interpret cross sections and transects. Calculate percentage increase or decrease and understand the use of percentiles	Urban models, interpreting data sources such as line graphs, population pyramids and bar charts	OS Map skills and interpreting a range of data sources such as bar, line and pie charts. Writing a detailed conclusion and evaluation
Key Vocab	Biomes, Ecosystems, food chain,	Soil, Adaptations, threats, sustainable management, air and water pollution	Indigenous, National Parks, unconventional energy, climate change	Energy security, renewable energy, non-renewable and recyclable	Land use models, urbanisation, counter-urbanisation, population	Slums, rural -urban migration, population, quality of life, sanitation