KS3 Geography

Team Leader: Mr Kipps
Teachers: Mrs Ward & Miss Ali-Malik

Aims

- To develop an understanding of and appreciation for the natural world and how humans interact with natural processes
- To be able to interpret a range of different sources of data including, mapped data, line graphs, bar charts, pie charts, climate graphs, satellite photos, O/S maps, photos and data tables.
- To consider the challenges and opportunities facing countries, cities, communities and the global community now and in the future.

Ks3	Year 7	Year 8	Year 9
Lessons per two-week cycle	3 lessons	3 Lessons	3 lessons
Assessment	Topic Tests each half term	Topic Tests each half term, including GCSE style exam questions	Topic Tests each half term, including GCSE style exam questions
Home learning	• Homework is set fortnightly (Friday Week A on Teams) • Students will usually have 2 weeks to complete the task and should always 'turn in' using Teams. • Teachers will inform students of tasks in lessons although this notice may come after the assignment is set on Teams. • Assignments will usually test students on their learning from a series of lessons. Home learning is a chance to practice and consolidate knowledge and start to form long term memory. • There will be at least one quiz set on Seneca per half term and students are encouraged to review their scores and reflect on incorrect answers. • Other assignments may be short written explanations of geographical processes, reading comprehensions, graph or map interpretation questions, key word games/quizzes, on-line map quizzes, case-study research, documentary viewing, map drawing/labelling, photo annotation, surveys and occasional creative tasks.		
Remote learning	• If a student is working from home they will be directed to a series of tasks via the Teams chat. Students might also be directed to videos or given a link to a PowerPoint or lesson resources.		

Useful resources and enrichment

- Young Geographer of the Year competition – usually announced in March/April time
- BBC Bitesize KS3 Geography
- Seneca Learn Geography
- Cool Geography
- Time for Geography
- The Geography Department run the climate action group for all students.
- There are issues of The Geographical magazine available for students to borrow from their geography teachers.

Year 7	Scheme of Learning	Brief description of content and links to resources
Autumn term	Fantastic Places (An Introduction to Geographical Skills)	Introduction to Geographical skills, including types of maps, scales, reading coordinates, types of compass, map symbols, and graphs. **Assessment:** A short, 30-minute assessment requiring students to demonstrate the skills covered in this topic.
	How & why are Populations changing	This topic ensures that students begin Year 7 with a rigorous and challenging unit that will ignite their love of geography. Through studying population dynamics and exploring how and why populations change at a global, national and regional scale, students gain the foundational knowledge needed to study development, globalisation and other topics linked to population, in depth, later in KS3. The study of the population dynamics of the UK (in the second half of the topic) helps students further apply their knowledge and also ensures they have foundational knowledge about the UK with which to build on in Year 8 and Year 9.
	Assessment	Assessment: Written piece answering the question: Where in the world am I? 4 mark explain questions based on geographical processes. MCQ testing retention of knowledge from introductory unit
Spring term	Biogeography	Building on understanding of climate zones by exploring the link between biome and climate. Exploring physical and human factors that are impacting on specific biomes. Threats, sustainable development opportunities. Introducing geopolitics, the role of TNCs and IGOs. **Skill focus**: how to use case studies in geography
	The Middle East	Locational knowledge including a brief history of the region. Understanding of a desert biome and how humans, plants and animals have adapted. Economic opportunities in the desert; energy production, tourism. A case study on Qatar in time for the World Cup. How climate change is affecting the region. **Skill focus:** Interpreting energy graphs (compound line graphs, pie charts, bar charts)
	Assessment	Assessment: Create a case study of a rainforest under threat 4 mark explain questions – focus on biodiversity Reading comprehension
Summer term	Local Fieldwork	Introduction to the fieldwork process. A chance to collect data and use local maps. Skills focus - Data presentation and analysis skills.
	Meteorology and Climatology	A focus on the weather and climate of the UK – a chance to re-visit the UK map and further understand geographical processes that impact our country including climatic change. **Skill focus:** How to interpret climate graphs. How to write a geographical explanation.
	Assessment	End of year MCQ covering all topics from Year 7. Fieldwork results summary written work

Year 8	Scheme of Learning unit	Brief description of content and links to resources
Autumn Term	**Rivers and Flooding (UK Hydrology)**	Focus on the understanding the hydrological cycle, drainage basin hydrology and the factors that affect flooding. Using hydrographs and drawing geographical diagrams to demonstrate a process.

		Skills focus: using diagrams to explain geographical processes
	Factfulness – The World is Getting Better!	The lessons are based on this book – Factfulness by Hans Rosling. The Gapminder website and the Dollar Street website will be used as data sources in lessons. We explore quality of life and what life looks like on different incomes around the world. We study trends and patterns to uncover the truth about the level of economic and social development in the world. Development indicators; birth rate, infant mortality rate, life expectancy, literacy rate, fertility rate. Case Study of the DRC **Skills focus:** analysing graphs and photographic data, how to justify a decision using a success criteria
	Assessment	Diagrams from memory test (rivers and flooding) Decision making essay
Spring term	**Africa is not a country**	Inspired by the book 'Africa is not a country' by Dipo Faloyin A focus on a huge continent with a varied physical and human geography. A chance to challenge stereotypes and to better understand the wealth of natural resources and cultural and social development in Africa. Biomes and landscapes (re-visits Year 7 knowledge). Population, wealth, development. Case studies of Nigeria, DRC and a country of student's choice Students conduct their own enquiries into an African country/region or their choice. Skill focus: data analysis and comparison
	Changing London	Exploring the development, growth, deindustrialisation and redevelopment of London. Economic geography, job sectors and labour market information. (careers education) **Skill focus** – describing mapped data and patterns and trends Case Studies Stratford and the Olympic Park Re-development of Camden This topic follows the KS3 textbook chapters on World of Work and UK challenges and opportunities. Chapters 5 and 6
	Assessment	Research project on African country chosen by student 4 mark explain question on London
Summer term	**Geographical Fieldwork/STEAM**	We will be exploring geographical fieldwork techniques and learning outside as much as possible in a cross curricular project with Art, Maths and DT. The study is usually focused on either urban development or flooding and involves experiments and secondary research. It is a chance to re-visit year 8 geography knowledge and link it to the real world and other learning across the school.
	Russia – A Prisoner of Geography?	A chance to get to know the physical geography of Russia and explore topical issues of geopolitics and energy supply.
	Assessment	Fieldwork report MCQ on learning from all topics across the year

Year 9	**Scheme of Learning unit**	Brief description of content and links to resources
Autumn term	**Factfulness – The World is Getting Better!**	Exploring social and economic development measures across a range of countries. The historical, political and environmental reasons for differences in economic development. The strategies countries can use to develop. The lessons are based on this book – Factfulness by Hans Rosling.

		The Gapminder website and the Dollar Street website will be used as data sources in lessons. We explore quality of life and what life looks like on different incomes around the world. We study trends and patterns to uncover the truth about the level of economic and social development in the world. Development indicators; birth rate, infant mortality rate, life expectancy, literacy rate, fertility rate. Case Study of the DRC **Skills focus:** analysing graphs and photographic data, how to justify a decision using a success criteria
	Why is our planet dependent on volcanoes?	An ever-popular topic in Geography – tectonics explores the forces beneath our feet that create volcanoes. This is a topic that has a cross over with the science curriculum and so even if students have chosen not to study geography at GCSE this topic is relevant to all students' GCSE studies. We will be focussing on the role of volcanic activity in creating and shaping land over geologic time as well as a range of case studies of volcanoes in action.
	Assessment	Global development: a decision-making exercise, based on our key case study country, DRC. What are the best development options for the DRC? Developing a GCSE style mini-essay, using an 'assess' structure. Volcanoes: GCSE style questions including a case study question.
Spring term	**Food and Farming**	Exploring food production in the UK and different farming approaches used. The UK's food security is explored in the context of Brexit and climate change as well as exploring changing consumer habits in relation to organic, vegan and convenience eating.
	The Middle East	Locational knowledge including a brief history of the region. Understanding of a desert biome and how humans, plants and animals have adapted which is useful for GCSE Biology. Economic opportunities in the desert; energy production, tourism. A case study on Qatar in time for the World Cup. How climate change is affecting the region. **Skill focus:** Interpreting energy graphs (compound line graphs, pie charts, bar charts)
	Assessment	Food and farming: mini essay using an 'assess' format. Reading comprehension
Summer term	**Women of the World & Geographical Careers**	A final mini-unit of Geography to round off KS3 Geography, just before students start their GCSE courses. A wonderful opportunity to reflect upon the achievements of women around the world, in countries at a range of developmental stages.
	People and the Biosphere (GCSE Unit 3)	Explaining the location of the biomes, how the biosphere supports life on earth, theories of resource consumption. GCSE exam style questions.