

Key Stage 3 Geography – Year 7



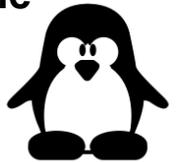
7.1 Big Question: What is the geography of my favourite place?



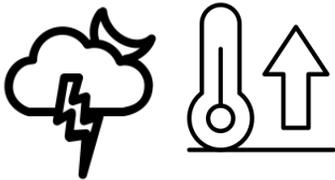
- Our KS2-KS3 transition topic aims to challenge students' misconceptions about 'what geography is' as our students will have had very different and varied experiences of geography at primary school.
- Helps to establish key geographical vocabulary and introduce students' to the broad spectrum of ideas that are encompassed within geography. E.g. human v physical v environmental geography.
- We establish the core concept of 'interrelationships; between human and physical environments which create distinctive places.

- This topic introduces student to the abstract ideas of spatial and temporal scale while continuing to build on the the concept of 'interrelationships' and how human and physical environments are interdependent at a global scale.
- The polar regions are of critical concern in our changing world and we need to understand what they are like and why they are important to global systems.
- Antarctica is often poorly represented on a map so this topic aims to address the misconceptions of Antarctica's size and location.

7.2 Big Question: How does Ice change the world?



7.3 Big Question: What is the future of the Earth's climate?



- With the Earth facing a climate emergency, we build on the 21st Century geography themes developed in year 7 but focusing on Earth's changing climate towards the end of this topic.
- In addition we use our knowledge of Antarctica and students' own personal geographies to understand how climates and biomes are interdependent.
- We challenge year 7 by introducing core knowledge which is an essential building block for future topics, which include students ability to understand high & low pressure as well as the global circulation model.
- This topic again challenges students to build on the understanding of temporal and spatial scales and use evidence to build and understanding of our past climate.
- We finish the topic by building on our knowledge and skills to address some of Earth's biggest issues such as; can countries afford to protect against and adapt to to climate change? Who's fault is climate change and should they pay for it?

- We return to the beginning of year 7 where we considered our favourite places. We use this topic to develop our core understanding of human and physical characteristics of the country we live in introducing the concepts of identity.
- This topic will enable and encourage students to recall knowledge when comparing the UK with other nations and regions.
- Geography is about places and there is an emphasis on 'place' and locational knowledge in this topic where we address the misunderstandings of the British Isles, UK and Great Britain).
- We introduce students to fieldwork and 'enquiry learning' challenging students to ask and answer questions about our local landscapes which helps to develop independent learners.



7.4 Big Question: What is distinctive about the UK?



Key Stage 3 Geography – Year 8



- Africa is a diverse and dynamic continent and throughout this topic we aim to challenge students' misconceptions. One of the key misconceptions we will address is that Africa is a continent, not a country. Africa is made up of 54 countries which all have their own distinctive identity and we will consider this in lesson one where we discuss the danger of single story.

8.1 Big Question: How has Africa's past shaped its present?



- We will build on knowledge from year 7, using the global circulation model to understand how various physical factors shape the diverse landscapes within Africa.
- This topic also enables us to conduct studies at various scales, considering both Africa as a continent as well as countries within Africa. This helps to illustrate the size and complexity of interactions within Africa.
- We will also challenge stereotypes students may have in regards to Africa by studying two distinctly different countries (Malawi & Nigeria).
- We consider both the past, the present and the future within this topic considering the role of both colonialism and neo-colonialism in shaping Africa.

- Fluvial (river) and coastal landscapes are both formed in similar and contrasting ways. By studying these geomorphic landscapes together, it allows students to consolidate and extend their understanding of these complex physical processes.
- We use hydrology as an agent of geomorphic change to focus on the distinctive characteristics of both landscapes to understand how past, present and future processes shape our landscapes.
- We build on our locational knowledge of the UK from year 7, exploring rivers and coastal environments within the UK.
- Although this is a topic focused on physical processes, it gives us the opportunity to gain a broader understanding of the interrelationships that exist between human and physical environments, where we consider the role and impact of coastal and fluvial management schemes.
- We build on our fieldwork skills undertaken on a river study, which will also challenge students to apply their mathematical and graphical skills.
- We link back to topic 3 of year 7 (the Earth's climate) considering the impacts of climate change on our coastal environments.



8.2 Big Question: What happens when water and land meet?



8.3 Big Question: How is Asia being transformed?



We return to a regional study at the end of year 8, building on the knowledge and thinking skills developed in our Africa topic. We will consider and challenge stereotypes, discussing the economic activity associated with oil, the evolving economies of Dubai linked to financial services and tourism. Contrastingly, we will address the controversial issues of war and conflict, examining the causes of conflict in Yemen and whether the Middle East as a region really is a prisoner of its geography.

We will contrast areas within the Middle East & Asia. Exploring whether these are areas defined by common cultural identity rather than political or physical borders. (e.g. Middle East encompasses parts of Africa & Asia) Continuing with our broad aim of teaching contemporary 21st Century geography, Asia is growing in global significance as more people live within S.E Asia than the rest of the world.

This topic will challenge students to think synoptically (linking to other topics previously studied) as well as introducing new ideas such as gender equality and human rights.

Key Stage 3 Geography – Year 9



9.1 Big Question: Will we ever know enough about earthquakes and volcanoes to live safely?

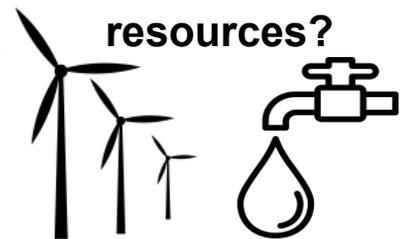


- Continues to build on key geographical vocabulary with a range of new key terms and concepts that develop complexity of geographical thinking. E.g. Inequality, risk, causality and resilience.
- Gives students opportunities to develop cross-curriculum links to subjects such as science e.g. forces and earth processes.
- The topic title challenges students thinking when considering the age of Earth 'deep time' and to consider changes over time e.g. continental drift and links to changing climatic environments as a result.
- We consider alternative viewpoints associated with tectonic activity. Not just risks, but also rewards (e.g. Geothermal energy used as an alternative to fossil fuels)
- Introduces new threshold concepts to students such as convection currents and that the Earth is dynamic and in a constant state of flux.
- Extensive development of links between human and physical environments to create multi-hazard events e.g. Japan & Haiti earthquakes (nuclear vs. disease risk)

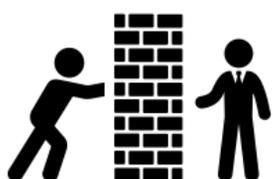
- This topic is built on the conceptual thinking of the Earth's four spheres, which enables students to build upon prior knowledge established during Year 7, 8 & 9 as well as developing wider interconnected Earth system thinking (Lithosphere, biosphere, atmosphere and hydrosphere)
- The broad theme of 'sustainability' is considered throughout this topic to enable students to identify how past and present choices influence the future and the viability of Earth's resources. Students should be able to think synoptically linking to knowledge of climate systems change.
- Linking to sustainability it is important that students gain an understanding of 'deep time' and that many of the resources we depend on are not renewable (in our lifetime).
- We consider a range of broad contemporary issues and incorporate wider themes connected to core content at KS4 & KS5 (water & carbon cycle). Big questions we consider include 'what happens when we disrupt these systems?'
- Students develop as global citizens while also continuing to develop fieldwork skills investigating local issues linked to sustainability.



9.2 Big Question: Is the Earth running out of natural resources?



9.3 Big Question: Do superpowers rule the world?



- As we reach the end of key stage 3, we challenge students to illustrate all of the geographical knowledge and skills they have developed throughout year 7, 8 & 9. Our geopolitics topic encompasses everything that geography is all about – PLACES, PEOPLE, changes over TIME and INTERACTIONS at different SCALES.
- The topic is synoptic in nature looking at multiple dynamic countries and challenges our understanding of changing international relationships.
- Students should be able to draw on their contemporary historical knowledge e.g. British empire & the commonwealth.
- We consider whether the UK is still globally significant building on the idea of changing perceptions of places.
- We examine whether China is a superpower and ways of developing global influence e.g. 'the new silk road'.
- Having considered in year 8, whether the Middle East region is a prisoner of its own geography we investigate whether Russia has a similar fate.
- Finally, we consider contentious geography such as Trump and his wall.