KS3 Geography Overview – Knowledge & Synoptic Connections

	Term 1 – Autumn		Term 2 - Spring	Term 3 – Summer
Year 7	**Favourite Place** **Big Question: 'What is the geography of my favourite place? (TRANSITION)** • Challenges students' misconceptions about 'what geography is' from KS2. Establishing key vocabulary and identifying the broad spectrum of ideas that are encompassed within geography e.g. human v physical v environmental geography. • Establishes core concept of 'interrelationships' between human and physical environments to create distinctive places.	**Antarctica** **Big Question: 'How does ice change the world?'** • Introduces students to spatial and temporal scale. (ABSTRACT ideas) • Continues to build on concept of 'interrelationships' and how human and physical environments at a global scale are interdependent. • The Polar Regions are of critical concern in our changing world and we need to understand what they are like (DESCRIBE) and why (EXPLAIN) they are important to global systems. • Antarctica is often poorly represented on a map so addresses misconceptions Antarctica. • Arctic region investigated at KS4/KS5 so provides contrasting location.	**Climatic Systems** **Big Question: 'What is the future of the Earth's climate?'** • 21st century geography with focus towards end of topic on our changing climate. Links back to Antarctic and how climates and biomes are interdependent. Lays foundations for topics across KS3, 4 & 5. • Introduces threshold knowledge. Students need to understand high/low pressure and GSM (global circulation model) to be able to understand why deserts/rainforests are located at particular places on Earth. • Challenges students to think at a range of temporal and spatial scales. Idea - we can't see what the climate was like in the past and don't have empirical data but we can use proxies. • Links to Africa (Year 8) - role climate has played, does play and will play in controlling development and inequality. • As global citizens to responding to global crisis 'climate crisis' – mitigation vs. adaptation. (Can countries afford it? Who should pay for it?) • Responses to climate change – how inequality and level of development shape risk/resilience and actions that can be taken. • Key theme throughout KS4 and KS5 teaching (synoptic)	**UK** **Big Question: 'What is distinctive about the UK?'** • Returning to the beginning of year 7 'favourite places' and developing core understanding of human and physical characteristics of the country we live in. (IDENTITY AND CULTURE) • Defined connection between Y7 – Topic 2 and 3 in relation to climate to demonstrate synoptic and interconnected nature of geography. • Underpins the growing emphasis on the UK and understanding our geography at KS4. Establishes foundation. • Will enable and encourage students to recall knowledge when comparing the UK with other nations/regions. • Emphasis on 'PLACE' and located knowledge. Where is the UK and what is it like? (British Isles, UK, Great Britain confusion) • Builds on skills, with students needing to continue to develop temporal thinking (past, present, future) - Changing economy. • Detail – local fieldwork. "Enquiry learning" – Margret Roberts. • Independent learning/Wider research – fieldwork skills.
Year 8	**Africa** **Big Question: 'How has Africa's past shaped its present?'** • KS3 national curriculum – identified as integral location of study. • Builds on threshold knowledge in year 7 'GSM' to build understanding of the physical factors shaping the diverse landscapes within Africa. • Studies at varied scales e.g. Africa as a continent and countries within Africa – Illustrating the size and complexity of interactions within Africa. • Address to key misconceptions – 1. Not all of Africa is poor and starving. 2. Africa is a continent not a country/there are 54 countries within Africa that have their own distinctive identity. (DANGER OF A SINGLE STORY) • Cross-curricular links to history: Colonisation/Empires. • Challenging stereotypes students tend to have: - prosperity and development within Africa. (Infrastructure projects, tackling disease, global trade) • Links to Asia - Y8 Topic 3 and Superpowers – Y9 Topic 3 – The Chinese in Africa 'Investment' and spheres of influence. 'neo-colonialism' • Builds to KS4 which considers in depth study of Ethiopia (wasn't colonised)		**Landscape Systems** **Big Question: 'What happens when water and land meet?'** • Fieldwork investigation – developing skills following on from year 7 personalised local study. River study to contrast coastal study at KS4. • Mathematical and graphical skills through fieldwork. • Using hydrology as agent of geomorphic change to focus on distinctive characteristics of both coastal landscapes (interface between marine and terrestrial landscapes) and fluvial landscapes (freshwater hydrology) - similarities/differences. (KS3 Nat. Curriculum) • Similar geomorphic processes connect the two environments (weathering, erosion, transportation and deposition) Links to Y7 – Antarctica (Ice as part of hydrological system and shaping landscapes) • Rivers often taught at KS2, but lacking physical processes knowledge. • Links to climate change (rising sea levels – melting ice/thermal expansion) – increasing storm risk (coastal erosion e.g. Holderness) • The UK is an Island –fundamental knowledge to place-making processes.	**Asia/Middle East** **Big Question: 'How is Asia being transformed?'** • Contrasting areas within the Middle East/Asia. Idea of areas been defined by common cultural identity rather than political or physical borders. (e.g. Middle East encompasses parts of Africa and Asia) • Challenging stereotypes 'Middle East isn't full of terrorists' – economic activity from oil, evolving economies of Dubai – finance. • Addressing controversial issues 'conflict' and its causes. • Relevant 21st C geography – More people live within S.E Asia than the rest of the world. e.g. continuing urbanisation and population growth • Highly synoptic with links to Y7 – Topic 2, Y8 – Topic 1, and Y9 – Topic 2 & 3. Changing geopolitics within Asia with a global perspective. 'China and globalisation' • Places identified with KS3 Nat. curriculum and links to KS4, KS5 – Human Rights and gender equality (developing global citizens) • Decision making skills – source analysis/reliability ('fake news")
Year 9	**Earth Systems** **Big Question: 'Will we ever know enough about earthquakes and volcanoes to live safely?'** • Engaging topic of study with 'wow' factor. • Challenging academic subject specific vocabulary and developing GIS skills. • Cross-curricular links to science: e.g. forces/earth processes. • Topic title aimed to challenge student thinking of the age of the Earth 'deep time' and question perceptions. Opportunities associated with tectonic activity. (E.g. Geothermal energy as an alternative to fos. fuels) • Threshold concept: convection currents. 'The Earth's crust moves constantly'. Our planet is dynamic e.g. climate flux/slab pull, ridge push. • Link to human environment – multi-hazard events. E.g. Earthquakes – Japan vs. Haiti. (nuclear risk v disease risk) (global v local) (Long term v Short term) • Core theme at KS4 to embed foundation knowledge. Extended knowledge associated with disease and climate change at KS5. (Antarctica shifts south, changing ocean currents, altering climates)		**Human Interactions** **Big Question: 'Is the Earth running out of natural resources?'** • 'SUSTAINABILITY' – considering the bigger picture (THE FUTURE) • Builds on conceptual thinking of four spheres, which is key threshold knowledge for interconnected earth system thinking. (Lithosphere, biosphere, atmosphere, hydrosphere) • Challenging thinking with broader themes connected to KS5 – Earth's Life Support Systems (Water & Carbon) Cross-curricular with science. • Later KS3 topic due to need to establish climate, landscape and earth systems previously. What happens when you disrupt these systems? • Temporal element of topic – deep time concept. Understanding that many of our resources are not replaceable. (Human lifetime) • Fieldwork connected to school community and local landscape – Environmental geography. Sustainability. – Developing global citizens. • Causes, consequences and responses. (recurrent theme throughout KS3/4) – causality, mitigation, adaptation.	**Superpowers** **Big Question: 'Do superpowers rule the world?'** • End of KS3. Options choices made. Contemporary historical links to history. Engaging. 'Geopolitics'. – Challenging viewpoints. • Topic is synoptic in nature looking at multiple dynamic countries – therefore challenging. E.g. changing relationship with intl. allies. • Links back to UK in Y7 – Topic 3, and its changing place within the role. Is the UK still globally significant – contemporary & controversial • China – Y7 – Topic 3. Links with Asia – "the new silk road" – power through economic relationships and trading (TNC's) • Russia – A prisoner of geography. Why does Russia need access to the black sea? The interdependent relationships between human and physical geography. (This topic goes all the way back to beginning showing how much progress students have made) – Isolated elements to a global set of processes and interactions. • Contentious geography - challenging student thinking e.g. Trump!!

What are the specialised concepts in geography that we have extracted from the A-level curriculum and embedded into KS3?

- ***Causality –*** The idea that everything has been caused by something and the connection between that cause and the consequent effect.
- ***Systems –*** A group of interconnected parts that often work together to form a process; for example, an ecosystem. (closed/open systems).
- Equilibrium – This is a state of balance within a system. At the point of equilibrium, inputs are equal to outputs; for example, mass balance in glacial systems.
- ***Feedback-*** Feedback is the response to a change within a system. Feedback can either be positive or negative. Positive feedback pushes the system further away from the equilibrium. Negative feedback brings the system back towards the equilibrium. For example, as climate changes increases temp. of the Earth, ice will continue to melt. As the ice melts, it reveals the earth or sea beneath it which has a low albedo. This means it absorbs more of the sun's energy and heat than it reflect which in turn melts more ice This is an example of a positive feedback loop as the system is moving away from equilibrium.
- ***Inequality –*** When resources and wealth are not evenly distributed across the world and within countries, making some areas more vulnerable than others.
- ***Representation –*** The way the world and the meaning of the world are presented by individuals, groups or media. Our representation can be influenced by many factors eg. Age, location and ethnicity.
- ***Identity –*** The way of describing and understand self. This is important as many aspects of place are shaped by identity and also shape people's identity.
- ***Globalisation –*** Refers to the interconnections between people, places and economies due to increase trade, technologies and interchanging of cultures.
- ***Interdependence –*** Refers to the links and connections between two or more countries or regions of the world to the extent they become dependent on one and other.
- ***Sustainability –*** This means meeting the needs of today without comprising the needs of tomorrow. It is a very important concept within geography and is increasingly relevant today as the world's population continues to grow. This concept has a social, economic and environmental element to it.
- ***Mitigation –*** This means reducing the effects of a disaster (human or man made). For example, constructing strong, earthquake resistant buildings or zoning land use based on hazard risk.
- ***Adaptation –*** This means changing ways of living to cope with the effects of a problem but may not actually address the cause of the problem. For example, changing farming practices as climate changes.
- ***Risk –*** This is the likelihood of a negative consequence occurring due to a particular event. This could range from economic risk or technological risk from a natural hazard. Risk is calculated through an understanding of the likelihood of an event occurring and the scale of the event's effects.
- ***Resilience –*** The ability for a system or a community to return to normal after a traumatic event. This can refer to an ecosystem's resilience to a flood or the resilience of a community facing natural or political turmoil.
- ***Threshold –*** The topping point which it is difficult to recover from once reached and where significant detriment will occur, for example, the maximum level of disruption that a population can withstand before damage cannot be repaired (resilience threshold).
- ***Spatial –*** The geographic location at varying scales. This ranges from global to regional to national to local.
- ***Temporal –*** The concept of time at various timescales. For example, short term and long term.