**KS3 Geography Curriculum**

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| **Main continent/region of study:** | | | | | | | | |
| **Europe** | **Africa** | **North America** | **Middle East** | **Russia** | **South America** | **Antarctica/Arctic** | **Asia** | **Global** |

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|  | Year 7 | Year 8 | Year 9 |
| Autumn half term 1  Sequential knowledge and skills | **Me and my world**  *NC link: Sense of place, map skills*   * **What is geography?** * **What is a sense of place?** * **Locational knowledge (UK, Continents and Oceans)** * **The geography of the UK** * **Map skills: OS map symbols, 4/6 figure grid references, contour lines** | **The Almighty Dollar**  *NC link: Economic geography, sectors of industry, international trade and development, globalisation*   * **Where does money go when you spend it?** * **What are the sectors of industry?** * **China: the workshop of the world?** * **Chinese investment in Africa** * **Is China’s involvement in Africa neocolonialism?** | **Asia: tectonics and tropical rainforests**  *NC link:**Plate tectonics, tropical Rainforests*   * **Where is Asia?** * **Plate tectonics 101: structure of the earth; convection currents; plate boundaries** * **How are earthquakes formed at destructive plate boundaries?** * **Case study: Japan 2011** * **Asia’s tropical rainforests: location and climate** * **Asia’s tropical rainforests: structure of the rainforest and adaptations** * **Case study: Deforestation in Malaysia** |
| Assessment Content | Key Homeworks set in line with College homework policy.  There will be a mixture of teacher assessment, peer assessment and self-assessment.  Formal end of unit assessment; there will be a mix of short knowledge-based retrieval questions, as well as extended writing. | Key Homeworks set in line with College homework policy.  There will be a mixture of teacher assessment, peer assessment and self-assessment.  Formal end of unit assessment; there will be a mix of short knowledge-based retrieval questions, as well as extended writing. | Key Homeworks set in line with College homework policy.  There will be a mixture of teacher assessment, peer assessment and self-assessment.  Formal end of unit assessment; there will be a mix of short knowledge-based retrieval questions, as well as extended writing. |
| Autumn half term 2  Sequential knowledge and skills | **Me and my world: Climate Change**  *NC link: Climate change, geological timescales*   * **What is climate change?** * **What are the natural and human causes of climate change?** * **What are the impacts of climate change on a local and global scale?** * **What are adaptation and mitigation strategies?** * **How can we reduce our individual carbon footprints?** | **The Middle East: a landscape of opportunity or challenge?**  *NC link:* *Use of natural resources (oil), deserts, global atmospheric circulation*   * **Why is the Middle East is an important world region?** * **Hot Deserts (distribution, global atmospheric circulation, climate)** * **Hot Deserts (plant and animal adaptations)** * **How can the climate of the region create challenges?** * **Why is the population of the Middle East so diverse?** | **Asia: the most populous place on Earth**  *NC link: Population and urbanisation, push-pull theory, demographics (population pyramids, one child policy etc), trade links, international development*   * **China: what is life like in China?** * **Population distribution across Asia** * **China: introduction to demography; including key terms, population pyramids and the demographic transition model** * **China: The One Child policy** * **Ageing populations in Asia** * **China: an emerging superpower** |
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| Spring half term 3  Sequential knowledge and skills | **Why does it always rain on me?**  *NC link: Weather and climate, air pressure, flooding*   * **What is the water cycle and what happens when rain hits the ground?** * **How does it rain and how does air pressure influence this?** * **What are the different types of rainfall?** * **What is a drainage basin?** * **What factors lead to flooding?** * **Infiltration experiment (fieldwork)** * **Flooding case study (Europe)** | **How do coastlines change shape?**  *NC link:**Processes of erosion, transportation and deposition, rocks, weathering and soils, coastal landforms and management*   * **What are the features of coastlines?** * **What are the two different types of waves and how do waves shape coastlines?** * **What are the key coastal processes?** * **How does coastal erosion shape coastal landscapes?** * **What is the impact of coastal processes on people living on the coast?** * **How can coastlines be managed?** | **Glaciation: the power of ice!**  *NC link: Glaciation, Russia*     * **What is the political and physical geography of Russia like?** * **What is the climate and associated biomes of Russia like?** * **Where do people live in Russia?** * **How are glaciers formed and how do they move?** * **What are the glacial processes?** * **How are landscapes shaped by glacial processes?** * **How is climate change impacting glaciers?** |
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| Spring half term 4 Sequential knowledge and skills | **Who do you think you are?**  *NC link: Population in the UK, Migration*   * **The UK is a diverse country** * **Measuring population** * **The population of the UK** * **The impacts of migration** * **Migration within the UK** * **Living in urban and rural areas.** | **Incredible India!**  *NC link: International development, population and urbanisation, specified region in Asia, weather and climate (monsoons)*   * **An introduction to India** * **The climate of India** * **Is Mumbai the heart of India?** * **Why is Mumbai’s population growing?** * **What are the main issues within Dharavi?** * **How should Dharavi be improved?** | **From source to mouth**  *NC link: River processes, landforms and management*   * **Revisiting the water cycle and drainage basin.** * **The long and cross profile of a river, including processes of erosion.** * **How does a river erode a V-shaped valley?** * **How do waterfalls and gorges form?** * **How do meanders and oxbow lakes form?** * **How can humans use rivers for development?** |
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| Summer half term 5 Sequential knowledge and skills | **Africa: a continent of contrasts**  *NC link: Tectonics (volcanoes), development, biomes, human and physical geography of a region within Africa*   * **Introduction to Africa: Perceptions of place** * **The physical and human geography of Africa** * **The structure of the earth and plate boundaries** * **Types of volcanoes** * **What were the causes, impacts and responses to the 2022 Mount Nyiragongo eruption?** | **Development in SE Asia**  *NC link: Development, tourism*   * **Why is India classified as a NEE?** * **Mumbai vs Bihar** * **Coca Cola and India** * **How can tourism be used as a means for economic development?** * **Is ecotourism the way forward for India?** | **Why are people moving to the city?**  *NC link: Population and migration, push-pull theory, waste and traffic management*   * **Where is Brazil?** * **How has migration shaped Brazil?** * **The population of Brazil?** * **Life in the Favelas** * **Can cities in Brazil be sustainable?** |
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| Summer half term 6  Sequential knowledge and skills | **Africa: a continent of contrasts**  *NC link: Tectonics (volcanoes), development, biomes, human and physical geography of a region within Africa*   * **How has Africa’s past shaped its present?** * **The legacy of colonisation** * **A continent of contrasts: population and wealth** | **The Geography of Health**  *NC link: Beyond the national curriculum*   * **How is people’s health linked to geography?** * **Local health issues** * **Pandemics and epidemics** * **The power of pharmaceutical companies.** | **From pole to pole**  *NC link: Beyond the national curriculum*   * **Antarctica – location and climate.** * **Who owns Antarctica?** * **Careers in the poles.** * **Tensions across the poles.** |