**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 1Sequential 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**
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| 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 2Sequential 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 3Sequential 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 6Sequential 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.**
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