

### Geography KS3 Curriculum Overview 2022-2023

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	<b>Geographic Superheroes (the management of hazards)</b> <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Response</li> <li>• Recovery</li> <li>• Mitigation</li> <li>• Taught through case studies and examples</li> </ul>	<b>Tourism</b> <ul style="list-style-type: none"> <li>• Travel agents as geographers</li> <li>• Staycation</li> <li>• Luxury tourism</li> <li>• Tourism positives/negative in a LIC</li> <li>• Two contrasting case studies</li> <li>• Lake District</li> <li>• Maldives</li> </ul>	<b>Changing Places</b> <ul style="list-style-type: none"> <li>• Perceptions of place</li> <li>• Physical aspects of place</li> <li>• Human aspects of place</li> <li>• How places change over time</li> <li>• Taught through case studies March and Liverpool</li> </ul>	<b>Ecosystems</b> <ul style="list-style-type: none"> <li>• What is an ecosystem</li> <li>• Energy transfers</li> <li>• Water, nutrient and carbon cycles</li> <li>• TRF, Hot Desert, Arctic case studies</li> </ul>	<b>Urbanisation in the C21st (UK)</b> <ul style="list-style-type: none"> <li>• Location of main cities</li> <li>• Urban change</li> <li>• Urban deprivation</li> <li>• Urban regeneration</li> <li>• Greening the city/ Urban sustainability</li> </ul>	<b>Antarctica</b> <ul style="list-style-type: none"> <li>• Location of Antarctica</li> <li>• Antarctic geomorphology</li> <li>• Antarctic ecosystems</li> <li>• Threats to Antarctica</li> <li>• Tourism</li> <li>• Mineral exploitation</li> </ul>
<b>Learning checks</b>	Hurricane Irma DME, paired assessment and presentation	Paired exercise and presentation: Write a tourist brochure to Lapland	End of unit presentations – see lesson VIII	Ecosystem case study tbc	Urban fieldwork opportunity	Research/DME exercise
<b>Year 8</b>	<b>Earth Hazards</b> <ul style="list-style-type: none"> <li>• Tectonic processes</li> <li>• Vulcanicity</li> <li>• Volcanic hazard management</li> <li>• Seismic Hazards</li> <li>• Seismic hazard</li> </ul>	<b>Asia (tigers and giants)</b> <ul style="list-style-type: none"> <li>• What makes an Asian super-power?</li> <li>• Case study</li> <li>• What is a tiger economy?</li> <li>• Case study</li> </ul>	<b>Rivers and flooding</b> <ul style="list-style-type: none"> <li>• Rivers and the hydrological cycle</li> <li>• Hard/soft engineering</li> <li>• Natural factors which lead to flooding</li> </ul>	<b>Resources (food)</b> <ul style="list-style-type: none"> <li>• Intro to resources</li> <li>• UK and food</li> <li>• Food supply</li> <li>• Food security/insecurity</li> <li>• Where is our food grown?</li> <li>• Future farming</li> <li>• Can farming be sustainable?</li> </ul>	<b>Our changing climate</b> <ul style="list-style-type: none"> <li>• Introducing the carbon cycle</li> <li>• Changing atmospheric carbon</li> <li>• Mitigation or adaptation?</li> <li>• Predicting the future</li> </ul>	<b>Changing local places</b> <ul style="list-style-type: none"> <li>• The nature of March</li> <li>• March's changing relationships</li> <li>• Continuity and change</li> <li>• Project/fieldwork</li> </ul>

	management		<ul style="list-style-type: none"> <li>• Human factors which lead to flooding</li> <li>• Case study of a UK flood</li> </ul>			<ul style="list-style-type: none"> <li>• Fenland Reservoir project</li> </ul>
<b>Learning Checks</b>	Kobe earthquake DME	Singapore DME	Fieldwork opportunity NB will need to move unit to summer term	Research and presentations (using 4 sources?)	Supported enquiry based, extended writing opportunity	Urban fieldwork opportunity
<b>Year 9</b>	<b>Globalisation</b> <ul style="list-style-type: none"> <li>• How are we global?</li> <li>• Patterns of global trade</li> <li>• Winners and losers</li> <li>• Two contrasting case studies</li> </ul>	<b>Urbanisation in the C21st (NIC/NEE)</b> <ul style="list-style-type: none"> <li>• Our urban world</li> <li>• Megacities</li> <li>• Winners and losers</li> <li>• Urban sustainability</li> </ul>	<b>Managing Coastal environments</b> <ul style="list-style-type: none"> <li>• Coastal processes</li> <li>• Managing flooding</li> <li>• Managing erosion</li> <li>• An environment under threat</li> </ul>	<b>Waste not want not (The geography of waste management)</b> <ul style="list-style-type: none"> <li>• Our dependence on plastic</li> <li>• Plastic waste</li> <li>• The impacts of waste – Pacific garbage patch</li> <li>• Managing waste</li> <li>• Sustainable plastics/why recycle?</li> <li>• Case study</li> <li>• School site fieldwork opportunity</li> </ul>	<b>Weather Hazards</b> <ul style="list-style-type: none"> <li>• Tropical revolving storms</li> <li>• Supercell thunderstorm &amp; tornadoes</li> <li>• Drought &amp; heatwaves</li> <li>• Two case studies (TRS and Mid-Latitude storms)</li> </ul>	<b>Energy</b> <ul style="list-style-type: none"> <li>• Global energy supply and demand</li> <li>• Energy insecurity</li> <li>• Increasing renewable energy</li> <li>• Increasing energy efficiency</li> <li>• The nuclear debate</li> </ul>
<b>Learning</b>	Bananas paired DME & presentations	Curitiba DME paired exercise & presentations	Future DME re coastal protection	DME type exercise tbc	Enquiry based re UK storms	DME re renewables v conventional fuels