

Year 8 – Geography

Curriculum intent

The Geography KS3 Curriculum is designed so that learners can make quick and sustained progress in their study of Geography. The curriculum is planned to build on skills from KS2 and develop and embed these in learners. The intention is that learners will be able to quickly gain confidence with these skills and apply them to a range of situations. Learners will be given an opportunity to carry out their own geographical fieldwork and independent study in each year of their KS3 journey. The KS3 Curriculum is intended to be challenging but give learners the skills they need to progress with confidence to study KS4 Geography or that they can apply to their other studies. The KS3 Curriculum allows learners to engage with the geography of both the UK and the wider world across the three years of the key stage. This will give them a deep and meaningful understanding of the world in which they live and how humanity can impact upon it. Topics learned at KS3 are wide ranging, embedding core skills such as map work, photo analysis and decision making with a sustainability focus.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p><u>Exploring Coasts</u> The processes that shape the coastline, including erosion, transportation and deposition. The features created by different coastal processes on the UK. The specific features of a section of the coastline and the ways the coastline can be protected. <u>Case Study:</u> Dorset Coastline</p>	<p><u>Exploring Hazards</u> The causes of three different types of Hazards, earthquakes, tsunamis, hurricanes and flooding. The impacts these have on countries at different levels of development and the responses to these disasters. <u>Case Study:</u> Japan earthquake and tsunami 2011, Bangladesh Flooding 2007, Hurricane Katrina 2005.</p>	<p><u>Exploring Brazil</u> The physical and human characteristics of Brazil. The features and characteristics of the Rainforest ecosystem – including the water and nutrient cycle. Plant and animal adaptations to the TRF. The human threats to the TRF and the solutions to its sustainable use. <u>Case Study:</u> Amazon Rainforest.</p>	<p><u>Exploring India</u> The physical and human characteristics of India. Including climate, population density, highland and lowland areas. Features of urbanisation in Mumbai. The informal economy and its impact on Mumbai's economy. <u>Case Study:</u> Mumbai and Dharavi</p>	<p><u>Exploring Resources</u> The process of the greenhouse effect and the enhanced greenhouse effect. Where fossil fuels come from and their impact on the environment. Alternative energy sources including renewable energy and fracking. Looking at how cities can be made sustainable. <u>Case Study:</u> Masdar City, UAE.</p>	<p><u>Exploring Fieldwork</u> How can our local area be improved? Using the learning from the previous rubric, create an investigation that can be carried out in the local area. "How can we make the area around Rayner Stephens more sustainable?" Create a hypothesis, select methods to collect data, analyse the</p>

						data and come to a conclusion.
Skills	Cross Sections Base Maps OS Maps Sketch Maps Line Graph Describe Explain Assess	Sphere of Influence Map Line Graph Describe Explain Categorise Satellite Images. Evaluate	Atlas Maps Thematic Maps Climate Graph Satellite Images Infographics Describe Explain Evaluate	Population Pyramids Thematic Maps Climate Graph Describe Explain Outline	Pie Chart Baseline Maps Choropleth Maps Scatter graph. Explain Assess Apply Suggest	Radial Graphs Sketch Maps Base Maps Thematic Maps. Data Collection. Data Analysis Describe Explain Analyse Conclude Evaluate
Assessments	Explain the process of long shore drift. Assess the hard and soft engineering found along the Dorset coastline.	Evaluate the effectiveness of Japan's earthquake response systems. KS3 Exam	Decision Making Activity: How should the Amazon Rainforest be developed?	KS3 Exam Evaluate the advantages and disadvantages of the informal economy.	Assess the ability of Manchester to apply the techniques of Masdar city to make it more sustainable.	Fieldwork Investigation – write up. KS3 Exam / End of Year Exam.
Enrichment	Virtual fieldtrip and fieldwork along the Dorset coastline. file:///C:/Users/JessicaHeap/Downloads/20929-a-virtual-field-trip-to-evaluate-coastal-protection-me_1.pdf	Earthquake preparation kit and survival skills. https://www.the-tech.org/sites/default/files/engineeringfo-rearthquakeslab_emergencyprepkits.pdf	Protecting the Tropical Rainforest Project. https://www.rainforestfoundationuk.org/education-pack	Exploring Indian Culture: Food, Music and Fashion. https://www.activityvillage.co.uk/india	Using Google Maps and Geographical Information Systems. https://www.google.com/earth/education/	Fieldwork in and out of classroom learning in the local area.



Rayner Stephens
HIGH SCHOOL