

Year 9 – Geography

Curriculum intent	<p>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.</p>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p><u>Exploring Rivers</u> The geomorphic processes that form and change rivers. The changing features of a river. The impact that flooding can have in the UK. Changing the river to reduce the risk and impact of flooding. <u>Case Study:</u> Boscastle Flooding</p>	<p><u>Exploring Globalisation</u> The north/south divide and deindustrialisation in the UK. How globalisation has affected the lives of people in countries at different stages of development. The process of globalisation through Trans-National Companies (TNCs) <u>Case Study:</u> Salford Quays, Primark and Bangalore.</p>	<p><u>Exploring Antarctica</u> The human and physical features of different polar regions around the UK. The features of glaciers and the formation of glacial features. Causes of damage to Antarctica by human activity. Solutions to increasing sustainability <u>Case Study:</u> Antarctica and</p>	<p><u>Exploring The Middle East.</u> The human and physical features of the Middle East, including climate and population distribution. A detailed look at how developed The Middle East is and the facts that have influenced the development of Yemen. The connections between the UK and the Middle East with a focus on oil. Links between oil and the development level in The Middle East. <u>Case Study:</u> Yemen</p>	<p><u>Exploring Decision Making and Sustainability.</u> The process of the greenhouse effect and the enhanced greenhouse effect. Alternative energy sources including renewable energy and fracking. Looking at how cities can be made sustainable.</p>	<p><u>Exploring Fieldwork</u> How has Salford Quays changed since deindustrialisation? Using the learning from the previous rubric, create an investigation that can be carried out on a fieldtrip to</p>



			the Antarctic Treaty.		Should a wind farm be built in Wales? - Decision making exercise. <u>Case Study:</u> Masdar City, Wales wind farm.	Salford Quays. Create a hypothesis, select methods to collect data, analyse the data and come to a conclusion.
Skills	Dispersion Graph Cross Sections Line Graph OS Map Describe Explain Assess	Choropleth maps Proportional Symbols Map Thematic Map Describe Explain Discuss	Cross Section Line Graph Base Map Thematic Map Choropleth Map Compare Suggest Evaluate	Bar Charts Pie Chart Thematic Map Base Map Choropleth Map Examine Evaluate Examine	OS Maps Bar charts Scatter graph Line Graph Choropleth Map Suggest Explain Outline	Radial Graphs Sketch Maps Base Maps Thematic Maps. Data Collection. Data Analysis Describe Explain Analyse Conclude Evaluate



Assessments	Formation of a waterfall and formation of a meander exam style questions.	Factory collapse in Bangalore GCSE style questions. KS3 Exam.	Evaluate the success of the Antarctic Treaty.	Assess the development level of Yemen. KS3 Exam	Decision Making Exercise – Should we build a wind farm in Wales?	Fieldwork Investigation – write up. KS3 Exam / End of Year Exam.
Enrichment	Virtual Fieldwork – River Eden https://edenrivertrust.org.uk/secondary-schools/virtual-field-investigation/	Is globalisation now in reverse? https://www.tutor2u.net/economics/blog/is-globalisation-now-in-reverse-year-13-enrichment-task	Antarctica – Virtual Fieldtrip. https://www.bas.ac.uk/polar-operations/life-in-the-polar-regions/virtual-tours/virtual-trip-to-antarctica/	Culture of the middle East through museum tours. https://joyofmuseums.com/museums/middle-east-museums/	How can we be more sustainable. https://www.plt.org/educator-tips/8-sustainability-activities-and-ideas-for-the-classroom/	Fieldwork in and out of classroom learning in the local area.



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