



Key Stage 3 Geography Curriculum Plan

Main Aims:

Our Key Stage 3 Geography curriculum aims to inspire a curiosity and fascination about the world and its people. Pupils will develop knowledge about diverse places, people, resources, natural and human environments and their understanding of the interaction between physical and human processes and how they change over time. Geography plays a crucial role in understanding our world. It plays a vital role in our knowledge of the rapidly changing environmental and social challenges facing us and how we should tackle them.

Our Geography curriculum supports the Seaton Valley Federation’s vision and intent as it provides pupils with a challenging, interesting and engaging overview of the world and global issues. The Geography curriculum is constantly evolving and changing so pupils will become culturally aware. Pupils will use their literacy skills to discuss current global issues that arise. The Geography curriculum allows our students to be numerate and independent learners by developing the skills needed to understand, interpret and evaluate different forms of data, facts and viewpoints to reach decisions

Year 7

Autumn 1

Unit 1: Skills

- Differences between physical and human geography
- Using maps and atlases
- Grid references
- Identifying key global features such as continents and oceans
- Identifying key features of a national area such as capital cities and rivers

Autumn 2

Unit 2: Settlements

- Types and characteristics of different settlements
- Changes of settlements over time
- Land use within a city
- Growth of settlements: positives and negatives



Spring 1	Spring 2
Unit 3: Weather and Climate <ul style="list-style-type: none">• What are weather and climates and how do they differ around the world?• Climate in the UK• What is the impact of extreme weather?	Unit 4: Cold Environments <ul style="list-style-type: none">• What is an extreme environment?• What are the characteristics of a cold environment?• How do animals and plants adapt to cold environments?
Summer 1	Summer 2
Unit 5: Resources <ul style="list-style-type: none">• What are resources and why are they important?• Where does our energy come from and how is it distributed around the world?• How does industry affect the environment?• What is the demand for food?• How do we conserve resources?	Unit 6: Thinking like a Geographer <ul style="list-style-type: none">• What are the key steps of a geographical enquiry?• Geographical enquiry - microclimates around school
Year 8	
Autumn 1	Autumn 2
Unit 1: Development <ul style="list-style-type: none">• What is development?• How do we measure development using population?• How do we compare development around the world?• What is sustainable development and aid?	Unit 2: Kenya <ul style="list-style-type: none">• Human and physical geography of Kenya• How developed is Kenya?• Comparison of life in rural and urban Kenya• Tourism in Kenya



Spring 1	Spring 2
<p>Unit 3: Coasts</p> <ul style="list-style-type: none">• What are the key coastal processes and landforms?• What is longshore drift?• How do we protect the coastline?	<p>Unit 4: Rivers</p> <ul style="list-style-type: none">• What are the key river processes and landforms?• What causes flooding and how do we cope with flooding in the UK?
Summer 1	Summer 2
<p>Unit 5: Brazil</p> <ul style="list-style-type: none">• Human and physical geography of Brazil• Tourism in Brazil• The development gap in Brazil• The importance of the rainforests	<p>Unit 6: Geographical enquiry</p> <ul style="list-style-type: none">• Geographical enquiry skills• Geographical enquiry in local area: forming a hypothesis, data collection, data presentation and analysis, concluding and evaluating