

Geography Curriculum Map 2023-2024 and beyond KS3



Geography helps students experience the awe and wonder of the world, understand their place in it, and how they can have a positive impact on a local, national, and global scale.

Geography is essentially the study of everything!

Intent of KS3 –

Each topic will consist of approx **6/8 objectives** to be studied. It should last (roughly) 1 half term for each topic. **Why?** To give the students a well-rounded KS3 Geography curriculum and prepare them for their GCSEs.

There will be a mixture of topic-based and place-based topics and lessons. i.e. broad-based study of skills and content.

End-of-term exams will be in GCSE Style assessment style to give students a feel to make informed choices in options Y9. Marking will be in line with current department policy. All lessons are to go onto Google Classroom for revision.

		Year 7	Year 8	Year 9
Autumn	1	<p><u>What is Geography? Thinking Geographically</u></p> <p><u>Why?</u> To prepare students for their journey as Geography students by giving the students the tools to succeed on this journey.</p> <p><u>Aims</u> The students will build on their prior KS2 knowledge and skills to be able to use and interpret globes, atlases ordnance survey maps, and other maps. Students will be beginning to extend their knowledge of the locations of major countries (UK, Europe, and the rest of the world) as well as build on KS2 Geography skills. i.e., Graphs etc.</p> <p><u>Why?</u> To assess the levels of the students and make sure KS2 levels are accurate and that expectations of the Geography department are known to the students.</p> <p>Text Book – Geog. 1 Pg. 22 Foundations Pg. 16, 92 OS Maps), 104 Geo Text Pg. 4, 10</p>	<p><u>Fantastic places</u></p> <p><u>Why?</u> (Awe and wonder) The study of place is a key geographical idea that is used extensively in the wider world. Schools do it, shops do it, even countries do it. They all create a perception of how they want to be seen or sometimes how they don't want to be seen. In this topic, you will be introduced to the idea of Place studies. We also want to show you how awesome the world is and that there are some fantastic places in the world to be explored.</p> <p><u>Aims</u> The topic is here to introduce the idea of Place studies. It is also here to get the students thinking about the awe and wonder of the world and to use their previously learned skills to discover the awe and wonder of the world. Students will discover what is place and what are place perceptions as well as discover new places in the world and find out why they are fantastic.</p> <p>Textbook – N/A</p>	<p><u>Geography of Fashion</u></p> <p><u>Why?</u> The controversies of fast fashion, whether it's working conditions, resource use, or outsourcing, are very relevant in the news today and for the last 10 years. Fast fashion has gone up another gear and it is important to give students knowledge of why it has come about, but also the impacts that follow, to allow them to make more sustainable choices as they grow.</p> <p><u>Aims</u> Students will learn that many of the clothes they wear, and buy are often made using lots of resources and using unethical labour practices. Students will learn about the fashion industry, being aware of lots of the brands and logos but unaware of workers' rights/ water and energy use, and the future of fashion. They will explore where the world's is bought and more importantly, where it is made, taking them on a journey into the sweatshops of Nike, Primark, and more recently PrettyLittleThing and Shein. Students will learn the implications of fast fashion and the alternatives that they can take as individual consumers.</p>

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				Students will then produce and present a project based on their own investigation into a fashion brand.
2	<p><u>Geography of the UK</u></p> <p><u>Why?</u> To now use these skills learned in term 1 and put them into practice. The topic will explore some of the key concepts of Geography whilst exploring the Human and Physical Geography of the UK.</p> <p><u>Aims</u> Students will start to use some of their previous KS2 knowledge of the UK's Physical and human geography. Exploring places like the highlands and lowlands, coastlines and rivers, villages, towns, and cities. Whilst studying these students will explore some of the basic concepts such as population, settlement, tourism, landscapes, urbanisation, and more.</p> <p>Textbooks - Different parts of the PIG book. Geog. 1 (4th Edition) Pg. 44 BBC Bitesize Foundations (5th Edition) – Pg. 46</p>	<p><u>The Americas</u></p> <p><u>Why?</u> This topic brings together many of the skills and ideas they have been learning about and explores both the physical and human aspects of the two continents of South and North America. It is again about exploring the Physical and Human wonders of the world.</p> <p><u>Aims</u> To consolidate and extend their knowledge of the world's major countries and discover two more world superpowers Brazil and the USA. Students will explore the basic aspects of the rainforest biome, and climate as well as look at different cultures and the comparison between Tribal and modern life.</p> <p>Text Book - Horizons 3 pg70 – Rain Forest Pg. 104 Development Old Geog. 2.</p>	<p><u>Geography of Sport</u></p> <p><u>Why?</u> To allow sport to be viewed through a geographical lens, with a particular focus on the effects of globalisation. To allow students to be critical thinkers about the impacts of sports and large sporting events that have such a big following around the world.</p> <p><u>Aims</u> To create well-informed geographers who are aware of the positives and negatives of sport. For students to be able to critique globalisation and become aware of its definition and growth. For students to take a deep dive into the controversies of the Qatar World Cup, but also assess the sustainability at the Olympics in London closer to home. For students to develop their geographical skills through map reading and graph analysis, but also through the use of targeted command words.</p>	

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		Year 7	Year 8	Year 9
Spring	1	<p><u>Risky World</u></p> <p><u>Why?</u> This topic is linked to the year 7 trip to the Natural History Museum. The idea is to show the students the awe and wonder of the world, and how small we as humans are compared to the power of our planet. It is also will give the students the opportunity to use some of their new skills developed from term 1.</p> <p><u>Aims</u> Students will investigate what hazards are caused by plate tectonics (i.e., Volcanoes, Earthquakes, and tsunamis). Students will also look at what the effects of these are on people and the environment and how different people and places predict and manage these events. Final students will understand how these events in LICs (e.g., Philippines, and Haiti) compare and contrast to tectonic events in HICs (e.g., Japan, USA) in terms of consequences and responses.</p>	<p><u>Eco Geography (Plastics and pollution)</u></p> <p><u>Why?</u> The idea of the topic is to explore further than just the idea of climate change which will be explored, but to also look at the topical idea of plastic pollution and the impact that is having. You will also explore ideas as to how YOU can make a difference in the fight against pollution.</p> <p><u>Aims</u> The aim is for you to understand the impacts we humans are having on the environment. The topic will explore the very topical idea of plastic pollution and will also explore the ideas of air pollution linked to climate change. You will also explore how we reduce these impacts by changing our everyday lives for the better.</p> <p>Text Book – Geog. 3– Pg. 22 Horizons - Pg. 84 PIG – Pg. 22 Foundations – pg72</p>	<p><u>Global Resource Conflict</u></p> <p><u>Why?</u> Firstly, to show students how geography is more than just maps and Earthquakes and that Geography and the skills they have been learning are used in a different concept. Students will look at the geography behind war and Conflict and how Geography can often be the cause of war (resources, land, and culture). They will extend their locational knowledge by focusing on the Middle East, Africa, and Asian conflicts</p> <p><u>Aims</u> The aim is to show students how to combat issues such as crime and how Geography is used in the real world. Students will look at the social impacts of conflict and look at the political/social and economic reasons for war.</p> <p>Text Book -Old text book Geog 2? Geog 3 Pg. 134</p>

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	<p>2 <u>Risky World Cont.</u></p>	<p><u>Africa</u></p> <p><u>Why?</u> To extend locational knowledge by focusing on Africa, including hot deserts, human and physical characteristics, countries, and major cities; to learn about key processes such as urbanization, the use of natural resources, economic activities, and international development. Students will explore the countries and cultures of Africa while also discovering how many of the things they believe to be true about Africa are in fact not true and are media representations of these places.</p> <p><u>Aims</u> To extend locational knowledge by focusing on Africa, including hot deserts, human and physical characteristics, countries, and major cities; to learn about key processes such as urbanization, the use of natural resources, economic activities, and international development. Students will explore the countries and cultures of Africa while also discovering how many of the things they believe to be true about Africa are in fact not true and are media representations of these places.</p> <p>Text Book – Geog 1 – Pg. 100 Foundations – pg. 72</p>	<p><u>Fantastic places*</u></p> <p><u>Why?</u> (Awe and wonder) The study of place is a key geographical idea that is used extensively in the wider world. Schools do it, shops do it, even countries do it. They all create a perception of how they want to be seen or sometimes how they don't want to be seen. In this topic, you will be introduced to the idea of Place studies. We also want to show you how awesome the world is and that there are some fantastic places in the world to be explored.</p> <p><u>Aims</u> The topic is here to introduce the idea of Place studies. It is also here to get the students thinking about the awe and wonder of the world and to use their previously learned skills to discover the awe and wonder of the world. Students will discover what is place and what are place perceptions as well as discover new places in the world and find out why they are fantastic.</p> <p>Textbook – N/A</p>
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Summer	1	<p><u>Europe and Russia</u></p> <p><u>Why?</u> A focus on geographies closer to home looking at the European Union and educating students on its conception and progression. To look at the physical and human geography makeup of the European continent to make students more aware of the continent they call home. There is also a responsibility, as stated in the National Curriculum, to educate students on Russia. To explore the country's physical and human geography makeup, while also exploring its recent conflict.</p> <p><u>Aims</u> The students will develop their understanding of the continent they inhabit and explore in some more depth the political and physical makeup of it. Russia will be explored in more depth, leading to an inquiry lesson on how developed is Russia.</p>	<p><u>Economic Geography</u></p> <p><u>Why?</u> To enable students to understand the make-up of the UK economy with a focus on different job sectors. To allow all students the opportunity to talk about day-to-day events facing the UK economy and the relationship with the global economy.</p> <p><u>Aims</u> Explores the change in the UK economy over time, and considers how the UK has moved away from a farming-based economy to a service-based economy. The unit also considers the UK's role in the global economy. The topic is aimed to expose the students to the current economic climate and to allow students to understand how the UK economy has developed to be what it is today. This SOW also introduces key terminology used at GCSE and A Level.</p> <p>Text Book – Progress in Geography -</p>	<p><u>Eco Geography (Plastics and Pollution)*</u></p> <p><u>Why?</u> The idea of the topic is to explore further than just the idea of climate change which will be explored, but to also look at the topical idea of plastic pollution and the impact that is having. You will also explore ideas as to how YOU can make a difference in the fight against pollution.</p> <p><u>Aims</u> The aim is for you to understand the impacts we humans are having on the environment. The topic will explore the very topical idea of plastic pollution and will also explore the ideas of air pollution linked to climate change. You will also explore how we reduce these impacts by changing our everyday lives for the better.</p> <p>Text Book – Geog. 3– Pg. 22 Horizons - Pg. 84 PIG – Pg. 22 Foundations – Pg. 72</p>

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2	<p><u>Weather</u></p> <p><u>Why?</u> The reason for doing this topic now is for awe and wonder. The students will also have vast geographical skills set by this stage and will be able to understand complex elements of the topic. Links the GCSE Specs (gives the basic skills), Use new skills and developing skills in formulating inquiry and argument with weather project</p> <p><u>Aims</u> Students will investigate the weather what types of wild weather exist why wild and wacky weather events occur. They will go on to understand what the meteorological causes of the weather are. Students will also compare and contrast two weather events and the effects of these on people and the environment in LICs (e.g., Bangladesh, Philippines, and Mozambique) and HICs (e.g., UK, Japan, USA, Australia) in terms of consequences and responses. Also study of climate change and its impacts globally.</p> <p>Text Book – Geo Text 2 Pg. 18-24, Pg. 58-64, Pg. 78 Connections Pg. 90-94 Horizons 3 Pg. 86-90 Horizons – 2 Pg., 44 Geotext 1 Pg. 94 Foundations Pg. 16</p>	<p><u>Tourism</u></p> <p><u>Why?</u> To show students some of the awe and wonder of the world. Students will discover various locations around the world improving their locational knowledge and discovering the human and physical reasons for the growth of tourism and how they can be responsible citizens and understand ideas about sustainable travel.</p> <p><u>Aims</u> Tourism and place studies. Topic based around the ideas of tourism but linked to A level topic of PLACE and BTEC Travel and tourism using key ideas and concepts. Students to explore why people travel and what attractions draw people to these areas. Also, explore the impacts of tourism and the idea of sustainable tourism.</p> <p>Text Book – Horizons pg. 104 Connections Pg.38 (Also, an A-level textbook for ideas JRS.)</p>	<p><u>Global Ecosystems</u></p> <p><u>Why?</u> With many students having not chosen GCSE Geography this topic is relevant for both GCSE Geography and Biology giving them the basic knowledge to transition to GCSE next year. We teach it now to make it relevant to all.</p> <p><u>Aims</u> To gain the knowledge to give students the basis on the topics both in Geography and science, students will learn about the theory behind Ecosystems (food webs animal adaptations, etc.) and then will go on to study deserts (not taught at GCSE). This will help them in their GCSE Biology and also give them a head start in their GCSE to save some time and improve deep learning. Text Book – GCSE Textbooks</p>
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*Crossover in Years 8 to 9 – Changes to the scheme of work for Years 8 and 9 have led to students in Years 8 and 9 studying two of the same topics. Year 9 (2024-25 will replace fantastic places and Eco Geography with the Topic of Asia.