

Key Stage Three Curriculum Overview for Geography

Curriculum Intent

Geography at Witchford Village College provides the opportunity for students to develop their Geographical knowledge. It focuses on a broad range of geographical topics that investigate space and place exploring environments at a variety of scales local to global, physical and human processes, managing geographical issues and sustainability. Developing students Geographical experiences and cultural capital within the classroom.

How does the KS3 curriculum build on that from KS2?

The first unit of Year 7 ascertains to what extent students have been taught from the Geography NC at KS2. Generally we find that Geography is not taught as a separate entity in primary schools and a greater focus is on History. In many cases, students have a somewhat stereotypical view of 'place' through Humanities projects as opposed to through a Geographical lens. We also find that basic geographical skills are lacking (i.e. map skills and place knowledge – basic requirements of KS2 NC). We therefore spend the first term filling in these gaps and extending students' understanding of place through map skills and place on a global scale.

What do students do with their acquired knowledge and skills?

Problem solving through both practical and immersive simulations and real life mapped scenarios.
Apply knowledge and understanding to identify and justify the use of chosen management solutions to solve issues.
Apply to real world contexts and evaluate outcomes.

How does the curriculum align to and go beyond the National Curriculum?

Students actively engage in challenging work from Year 7 by using GCSE Geographical terminology and learning GCSE skills from the outset to ensure students are challenged.
Development of knowledge and conceptual understanding builds within and across each year at KS3 through a spiral curriculum.
All lessons are fully resourced and pitched at potential 7 students. Work is differentiated by class teachers to ensure there are high expectations for all students.
Challenge is also evident in homework with a three tier system to go beyond expectations. (mastery, challenge, extension)
Half termly assessments embedding geographical knowledge, application and skills to challenge students.

What new knowledge are students taught?			
Term	Year 7	Year 8	Year 9
Autumn	<p>Our Place in the World What do geographers use to explore the world?</p> <p>Going to Extremes How do we survive in extreme environments?</p>	<p>Shake, Rattle and roll: Tectonic Processes Why do earthquakes and volcanic eruptions happen?</p> <p>Comparing Earthquakes How do earthquakes effect people?</p>	<p>Divided World How can we compare different countries? Why are only some countries wealthy?</p>
Spring	<p>The Almighty Dollar How does money connect places?</p> <p>Sustainable Living What is sustainability? How can we achieve it?</p>	<p>Tropical Rainforests Where are they located and why? What are they like? How are plants and animals adapted to survive in TRF's?</p> <p>Deforestation Why are tropical rainforests important? Should a road be built through the Peruvian Amazon?</p>	<p>Climate Change Why does climate change matter?</p> <p>Food for thought Is it possible to feed everyone sustainably?</p>
Summer	<p>Raging Rivers How do rivers and their physical processes shape the land?</p> <p>Flooding How is flooding caused by humans and nature? What effects are there? How can flooding be managed?</p>	<p>Cracking Coasts What physical processes take place at the coast? What landforms are created at the coast? How can costal processes be managed?</p>	<p>Moving Stories Why and where do people migrate</p> <p>Our planet, our future Our world is changing what role will you play?</p>

How and where do students build knowledge through KS3?

Students arrive in Year 7 with varied experiences of Geography from primary school. Much of their often-limited substantive geographical knowledge is tied to their cultural capital. To allow all students to access future learning, they experience an extended introduction to geography. In *Our Place in the World*, *Going to Extremes*, and *The Almighty Dollar*, students develop basic substantive knowledge of places and environments at a range of scales, the connections between them, and begin to reason with this substantive knowledge to explain physical

and human processes and develop a sense of place. Geographical skills are first taught here. During Sustainable Living and Rivers and Flooding, students develop reasoning to give explanations of physical and human processes and the interactions between them, and how and why they should be managed sustainably. The knowledge acquired in Year 7 equips students with a base to develop their geographical knowledge.

Year 8 continues to extend and deepen students' substantive knowledge of places and environments improving their reasoning of substantive knowledge to explain physical and human processes, and sustainable management. Spiral learning becomes clear as students revisit previous knowledge and links between prior knowledge gained in Year 7 and new knowledge from Year 8 are also made explicit. For example, physical processes from Rivers and Flooding become relevant to Changing Coasts. Also, the locations of hot places and reasons for their high temperatures is knowledge gained in Going to Extremes. It is actively linked to new knowledge about the distribution and characteristics of tropical rainforests in Tropical Rainforests. Geographical skills are reinforced by their ongoing application during lessons, summative and formative assessments and feedback. Students begin to access more disciplinary knowledge Year 8. Shake, Rattle and Roll: Tectonic Hazards has the potential to transform students' conception of Earth from static to dynamic. Open questions in Tropical rainforests and deforestation allow students to apply their substantive knowledge through reasoning in discussions about relevant geographical issues.

Year 9 continues to extend and deepen students' substantive knowledge of places and environments also developing students reasoning to explain physical and human processes, and sustainable management. Year 9 students begin to insert themselves into geographical issues by applying their knowledge of connections between places and environments and developing disciplinary knowledge as they begin to understand that key geographical topics investigated are interdependent from each other. This is evident in Divided World as it emphasises human processes that both enrich HICs and impoverish LICs. Likewise, Climate Change encourages students to evaluate responsibility for current climatic issues. Students recognise and reflect on the relationship between geographical issues and their lifestyles especially through Food for Thought and Our Planet, Our Future. Both topics pose a range of open questions at the scale of individual people, allowing students to justify the current and future decisions made in their lives. This is when the substantive geographical knowledge becomes more powerful and disciplinary knowledge.