



Key concepts in geography: place, space, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness, cultural development.

2023 2024 KS3 Geography Curriculum Map

2023/2024

Autumn Term

Spring Term

Summer Term

2024/2025

1. My place in the World

Students to build on their ks1 and 2 locational knowledge of being able to locate continents and oceans. Students will explore the UK and be able to identify human and physical geography. Students will extend their locational knowledge and deepen their spatial awareness of the world's countries,

Locational geography, UK focus, Skill

- ★ What is geography?
- ★ Countries and continents
- ★ The British isles
- ★ Atlas skills- latitude- longitude
- ★ Maps- direction and contour lines
- ★ 4 & 6 figure grid references
- ★ Presenting data- graph work
- ★ Locating Doncaster
- ★ Doncaster through time- GIS

Summative assessment- direction (written WIN Knowledge review and Doncaster; mini end of term assessment)

2. Pressures of population

Human processes, Scale, Asia, Europe

- ★ Current world population. What does this look like?
- ★ Students to look at how population is presented, students to use population pyramids to investigate population structure.
- ★ Reasons for population growth
- ★ The opportunities and challenges of this.

3. Weather and Climate

Students to explore the physical process involved with weather and climate and how this can influence human activity.
use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

- ★ Introduction to fieldwork and how to write up findings and present data
- ★ The difference between weather and climate
- ★ How can weather data be recorded and presented
- ★ What are clouds and different types of rainfall in the UK
- ★ Climate graphs- teacher win
- ★ What are air pressure and anti-cyclones
- ★ Explore anticyclones and depressions
- ★ Weather depressions
- ★ What is the climate in the UK?
- ★ Extreme weather in the UK example
- ★ Global climate zones
- ★ how do I conduct a weather enquiry
- ★ Weather enquiry – teacher win

Summative assessment- Climate graph (teacher WIN)

Summative assessment- write up of investigation (teacher WIN)

Knowledge review in end of term assessment; mini end of term assessment)

4. Rivers

5. Our working world

Human processes, Interrelationships , Globalisation
Students will be able to analyse the work of work within the UK and how this has changed over time.

- ★ Exploring different job sectors within the UK.
- ★ Economic change in the UK- How this has changed over time.
- ★ Primary job sectors- UK
- ★ Deindustrialisation in the UK.
- ★ Manufacturing in the UK- Nissan
- ★ Economic activity in Doncaster.
- ★ Sweatshops- LICs
- ★ Tertiary job sectors
- ★ Quaternary sectors- science parks and research
- ★ Science park
- ★ how does a chocolate bar connect sectors of the economy

Summative assessment- written piece WIN (written WIN)

Knowledge review: mini end of term assessment

6. Asia

Human and physical geography, Skill

This topic will give students the opportunity to apply knowledge developed over year and focus on the continent of Asia. This topic will explore the physical and human geography of Asia and how this diverse continent is going through change and the important role it plays to the wider world.

- ★ Diverse and dynamic Asia
- ★ Diversity of climate in Asia

- ★ Case study- China
- ★ Reasons, opportunity, challenges, response. One Child policy and current situation. Was this strategy effective? Students to give reasoning.
- ★ Pro natalist policies vs OCP
- ★ Case study: France
- ★ Why do people migrate
- ★ Where do people migrate?

Summative assessment- extended piece of writing (written WIN)
Knowledge review; mini end of term assessment

Students to acquire the fundamental knowledge of fluvial process involved in the formation of some of our greatest landscapes.

- ★ Drainage Basin
- ★ What work do rivers do? Different types of fluvial process
- ★ The long profile of a river and how these changes from source to mouth.
- ★ Make links between the physical processes and how this changes the landscape.
- ★ Upper course of a river key characteristics- formation of a waterfall.
- ★ Middle course- formation of a meanders
- ★ Lower course- floodplains, levees, use of land
- ★ The River Don
- ★ How do rivers create problems- York
- ★ How do rivers create problems- Bangladesh
- ★ How can flooding be managed?
- ★ Why are rivers important?

Summative assessment- knowledge review mid point (written WIN)
Knowledge review: mini end of term assessment

- ★ How do floods impact the lives of people in Asia?
- ★ Why is the population of Asia diverse and dynamic?
- ★ How is Asia developing into the most important global economic region?
- ★ Physical landscape of Russia
- ★ What is the climate of Russia?
- ★ Does Geography hinder or help the Russian economy?
- ★ Where do people live in Russia?

Summative assessment- geographical skill WIN
Knowledge review: mini end of term assessment

1. Our Living world- Ecosystems

Scale, Physical and human geography
Skill

- ★ Food webs and food chains
- ★ Location of ecosystems. Explain where our ecosystems are located.
- ★ **Climate of ecosystems.** Development of skill of climate graphs following on from Asia topic- Make links to Asia and Africa (previous topics and future).
- ★ Investigation of tropical rainforests. Case study the Amazon, South America- location, features, adaptations, opportunities, challenges.
- ★ Investigation of hot deserts. Case study the Sahel
- ★ Managing desertification- great green wall
- ★ The Mediterranean Biome

Summative assessment- Amazon written piece
WIN

Knowledge review: mini end of topic assessment

2. Development

By the end of this topic students will have a good understanding of how and why countries develop at different rates and the opportunities and challenges that come with this. Students would have developed their assessment skills when looking at two areas of contrasting wealth and evaluating the contributing actors for this. Students should be reflecting on the approaches to reduce the development gap and start to

3. Urbanisation

- ★ What is urbanisation?
- ★ **Why do cities grow?**
- ★ Effects of urbanisation
- ★ Urbanisation around the world
- ★ Manchester case study
- ★ Mega cities- the importance
- ★ Effects of urbanisation- Dharavi slums
- ★ Case study- London

Summative assessment- mid point knowledge review- WIN

Knowledge review: mini end of topic assessment

4. Global resources

For students to gain a better understanding of how food, water and energy are fundamental to human development. Students to demonstrate clear understanding of interactions and interrelationships between people, the environment explore how resources impact quality of life and make links to the development of a country.

- ★ The importance of food water and energy
- ★ **Global distribution of resources**
- ★ Why is the world unequal
- ★ Food inequality consequences
- ★ Food provisions in the UK
- ★ **Water supply in the UK**
- ★ **UK energy supply**
- ★ **UK energy mix**

Summative assessment- mid point knowledge review- WIN

Knowledge review: mini end of topic assessment

5. Africa

This topic will equip students with knowledge about the diverse continent of Africa, the people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. This topic will give students the opportunity to explore the importance of Africa globally and the common misconceptions.

- ★ Location- countries and diversity
- ★ Physical features
- ★ Colonisation
- ★ Contrasting Burkina Faso
- ★ Contrasting Egypt
- ★ Urbanisation- Kibera
- ★ Solutions to Kibera
- ★ Kenya slums
- ★ Kenya climate graph
- ★ Drought in the Sahel Region
- ★ Water aid- Fairtrade

Summative assessment- mid point knowledge review- WIN

Knowledge review: mini end of topic assessment

6. Coasts

- ★ Explore the different 'Human' and 'Physical' characteristics of coasts. To develop their understanding of key features of the UK's coastline.
- ★ **Rock type and soil**
- ★ To develop geographical knowledge and understanding on the differences between waves and tides.

critically think about the current strategies in place globally and locally.

- ★ How is money spread around the world?
- ★ What other ways can be used to measure development?
- ★ How can development change over time?
- ★ Case study- Saudi Arabia
- ★ Why do people live in poverty?
- ★ How can gender equality increase development?
- ★ Poverty in the UK
- ★ How do countries and organisations support development
- ★ Strategies to reduce the development gap- Tourism

Summative assessment- Saudi Arabia- written piece WIN

Knowledge review: mini end of topic assessment

- ★ To understand how different waves can shape the beach. To explain the processes of erosion and weathering.
- ★ Identifying coastal features formed by erosion. Explain how coastal features are formed. Know what is meant by longshore drift.
- ★ Investigate features formed by the process of deposition.
- ★ Investigate management strategies on how to protect the coastline and use evaluative skills to explore the opportunities and challenges.

★ Fieldwork opportunity
Summative assessment- mid point knowledge review- WIN
Knowledge review: mini end of topic assessment

1. Restless earth

Physical processes, Risk, Resilience, analysing maps, GIS

Students will explore how this looks today and the hazards which occur along these plate boundaries. Physical geography relating to: geological timescales and plate tectonics.

- ★ How the Earth is structured. Key features of different layers.
- ★ The theory of continental drift, theory, misconceptions, evidence.
- ★ What happens at plate boundaries?
- ★ Location of earthquakes and volcanoes
- ★ What do we know about volcanoes
- ★ Why do people live near volcanos?
- ★ Volcanic eruption
- ★ Supervolcanoes
- ★ Earthquakes
- ★ Tsunamis

Summative assessment- mid point knowledge review- WIN

Knowledge review: mini end of topic assessment

2. Middle East

Place, Physical and human geography, Inequality, Cultural diversity and awareness

- ★ Where is the Middle East?
- ★ Climate of the Middle East
- ★ Water security in the Middle East- WIN
- ★ Strategies to reduce water scarcity in the Middle East.
- ★ Population of the Middle East

3. Future of our planet- Globalisation

A focus of sustainable living, risk and resilience of the world we live in and how it is fundamental to human development that we work with the physical world. Students will have an opportunity to explore some of the world issues and how this this can be managed.

- ★ What is globalisation
- ★ Are TNC's a good or bad thing for the global economy?
- ★ Factors accelerating globalisation
- ★ How has containerisation accelerated globalisation
- ★ Cultural erosion
- ★ How globalised are you?
- ★ How globalised are you? Skill
- ★ What are the worlds sustainable development goals?
- ★ Where are our clothes produced? skill
- ★ How can what we wear be more sustainable
- ★ Clothing and sustainability

Summative assessment- mid point knowledge review- WIN

Knowledge review: mini end of topic assessment

★ Future of our planet- Climate Change

Climate change:

- ★ What is climate change?
- ★ Evidence of climate change
- ★ What are the causes of climate change?
- ★ What are the global consequences of climate change on our planet?

4.Ice

This topic will explore the physical process involved with the formation of glaciers and icecaps which have influenced the shape of the land. Students will look at the processes involved with glaciation and the opportunity and challenges alongside this. Students will have the opportunity to develop their map skills and their photo analysis

- ★ Location of our polar regions- map skill
- ★ Closer look at the climate of these regions- applying knowledge of climate graphs
- ★ Glaciation formation and processes.
- ★ Glacial landforms
- ★ A closer look at Iceland and how the climate and physical processes create opportunity and challenge (global warming, tourism)
- ★ Closer look at Antarctica- location, climate, opportunity and challenge
- ★ Climate change in Antarctica
- ★ Map skill- Antarctica

Summative assessment- mid point knowledge review- WIN

Knowledge review: mini end of topic assessment

5.Natural Hazards

Students will build on their knowledge from ecosystems, weather and climate and the continued theme of climate change which has been interweaved throughout the topics at ks3. Students will explore further the impact of weather hazard, factors influencing the rate and strength of our weather has and what management strategies we can put in place. Students will assess the

- ★ Oil in the Middle East
- ★ Development of UAE
- ★ Development of Yemen
- ★ Israel Palestine Conflict
- ★ Conflict in Syria

Summative assessment- mid point knowledge review with a focus on water - WIN
Knowledge review: mini end of topic assessment

- ★ What are the consequences of climate change for the UK?
- ★ What are the responses to climate change
- ★ What are the responses to climate change- case study
- ★ What are the responses to climate change- case study
- ★ What is the future of our planet?

Summative assessment- mid point knowledge review- WIN
Knowledge review: mini end of topic assessment

effectiveness of these and draw conclusions using evidence. **Map skill and data analysis are embedded throughout** this topic.

- ★ Different types of weather hazards
- ★ Reasoning for weather hazards, make links to Global Atmospheric Circulation.
- ★ The distribution of tropical storms causes of tropical storms and reasons for increase in frequency. Students to make links to global warming and climate change.
- ★ Case study- storm Matthew Haiti- make links to development.
- ★ PPP- strategies to reduce the impact of natural hazards.
- ★ Impacts of climate change – Mitigation and adaptation strategies
- ★ The understanding of interrelationships between people, the environment and tropical storms

Students should be able to construct detailed and coherent arguments, which draw conclusions supported by geographical evidence from case studies.

Summative assessment- mid point knowledge review- WIN
Knowledge review: mini end of topic assessment



Autumn Term

Spring Term

Summer Term

The Challenge of Natural Hazards- Plate Tectonics

- ★ Hazard and hazard risk.
- ★ Factors that can impact risk; Both physical and human.
- ★ Location of plate Tectonics and link to the distribution of volcanoes and earthquakes.
- ★ Students to establish patterns and make links to wealth and development.
- ★ Students to investigate different types of plate boundaries and how this impacts the landscape.
- ★ Case studies of two areas of contrasting wealth, Haiti and Italy.
- ★ Students to link to the development and wealth of the two areas. Why do people live near volcanoes?
- ★ PPP- strategies to reduce the impact of natural hazards.

Natural hazards

The Challenge of Natural Hazards- Weather hazards

- ★ Different types of weather hazards
- ★ Reasoning for weather hazards, make links to Global Atmospheric Circulation.
- ★ The distribution of tropical storms causes of tropical storms and reasons for increase in frequency. Students to make links to global warming and climate change.
- ★ Case study- storm Matthew Haiti- make links to development.
- ★ PPP- strategies to reduce the impact of natural hazards.
- ★ Impacts of climate change – Mitigation and adaptation strategies

The Living World- Deserts

- ★ Key features of deserts and to develop understanding reasons for adaptations- both animal and plant.
 - ★ Make clear links to climate graphs and use data to support reasoning.
 - ★ Case study- Western Desert region
 - ★ Tourism- opportunities and challenges
 - ★ Desertification
- The management of desertification.

Physical Landscapes in the UK-

- ★ What is relief?
- ★ Looking at our river systems

Coasts

- ★ Features of waves
- ★ Types of erosion and weathering
- ★ Transport and deposition
- ★ Erosional landscapes
- ★ Depositional landscapes
- ★ Case study- Holderness coastline
- ★ Coastal defences
- ★ Coastal defences at the Holderness coastline

Physical landscapes

River landscapes

- ★ Long profile of a river
- ★ Erosion
- ★ Transportation
- ★ A closer look at the upper, middle and lower course
- ★ Case Study- River Tees
- ★ Flood risk
- ★ Hydrographs
- ★ Hard and soft engineering

Urban issues and Challenges

- ★ Growing Urban Areas
 - ★ LIC- urbanisation- Mumbai
 - ★ LIC Mumbai- opportunity and challenges
 - ★ Improving Dharavi Mumbai
 - ★ HIC Urbanisation- London
 - ★ HIC London- Urbanisation opportunity and challenges
 - ★ Regenerating London
 - ★ Sustainable living
 - ★ Transport in cities
- Exam skills

Physical Fieldwork investigation: Edale

- ★ Suitable question for geographical enquiry- factors that need to be considered, geographical theory or concept which underpins enquiry, appropriate evidence, risk involved- human and physical
- ★ Selecting, measuring and recording data appropriate to the chosen enquiry-primary and secondary data selecting appropriate data, measuring and recording data, description and justification of data collection methods

Conduct enquiry

- ★ Selecting appropriate ways of processing and presenting fieldwork data- Appreciation that a range of visual, graphical and cartographic methods is available. accurate use of appropriate presentation methods, Description, explanation and adaptation of presentation methods

The Living World- Rainforests

- ★ Key features of the rainforest and to develop understanding to give reasons for adaptations- both animal and plant. Reasoning for adaptations
- ★ Make clear links to climate graphs and use data to support reasoning.
- ★ Case study- Amazon rainforest
- ★ Deforestation- opportunities and challenges
- ★ Managing deforestation
- ★ Impact on soil and fertility.

- ★ Describing, analysing and explaining fieldwork data- Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data.
- ★ Reaching conclusions- Draw evidenced conclusions in relation to original aims of the enquiry.

Evaluation of geographical enquiry- Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable.

Human Fieldwork Investigation: Sheffield **Human Fieldwork Investigation: Sheffield**

- ★ Suitable question for geographical enquiry- factors that need to be considered, geographical theory or concept which underpins enquiry, appropriate evidence, risk involved- human and physical
- ★ Selecting, measuring and recording data appropriate to the chosen enquiry- primary and secondary data selecting appropriate data, measuring and recording data, description and justification of data collection methods

Conduct enquiry

- ★ Selecting appropriate ways of processing and presenting fieldwork data- Appreciation that a range of visual, graphical and

cartographic methods is available. accurate use of appropriate presentation methods, Description, explanation and adaptation of presentation methods

- ★ Describing, analysing and explaining fieldwork data- Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data.
- ★ Reaching conclusions- Draw evidenced conclusions in relation to original aims of the enquiry.
- ★ Evaluation of geographical enquiry- Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable.

Human Fieldwork Investigation: Sheffield

- ★ Suitable question for geographical enquiry-factors that need to be considered, geographical theory or concept which underpins enquiry, appropriate evidence, risk involved- human and physical
- ★ Selecting, measuring and recording data appropriate to the chosen enquiry-primary and secondary data selecting appropriate data, measuring and recording data, description and justification of data collection methods

Conduct enquiry

- ★ Selecting appropriate ways of processing and presenting fieldwork data- Appreciation that a range of visual, graphical and cartographic methods is available. accurate use of appropriate presentation methods, Description, explanation and adaptation of presentation methods
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The Changing Economic World

- ★ Global Variation is development and quality of life

Revision of paper 1

Y11 MTP- working document

Revision of paper 1-

- ★ Natural hazards
- ★ Living world
- ★ Coasts and rivers

Revision of paper 2-

- ★ Urban issues and challenges
- ★ Economic world
- ★ Resource management

Skill preparation

Topic 2: Pre-release material for Issue Evaluation **24.03**

Contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification Using secondary sources.

Topic 1- Human and Physical content review- preparation for exams and revision

Revision

- ★ DTM and Development
- ★ Strategies to reduce the Global Development Gap
- ★ LICs and Economic Change Nigeria
- ★ Nigeria case study
- ★ The UK and Economic Change
- ★ Post industrial Economies and the Modern Industry
- ★ Change and development
- ★ North South divide- strategies to reduce North South Divide
- ★ Exam skills

Resource Management

- ★ What are global resources and their significance
- ★ What is the UK demand for resources? How is this changing and how is this being managed?
- ★ Global distribution of resources
- ★ What is the impact of distribution?
- ★ How is this being managed
- ★ Resource sustainability
- Exam skills