

# Introduction

The KS3 geography curriculum in Years 7 to 9 is split into four areas. Pupils develop their spatial awareness of countries using maps of the world. They study Africa, Russia, Asia, and the Middle East, focusing on their environmental regions, including deserts, countries, and major cities. As the curriculum progresses learning deepens, and students to investigate a wide range of people, places, and environments. They start to learn about the geographical patterns and processes. Students also study the political, economic, social, and environmental factors affecting people and places. The skills taught in this subject are drawn from the British National Curriculum, which mirror the skills required for learners who continue the subject at the IGCSE level.

| Grading Breakdown   |     |
|---------------------|-----|
| <b>Classwork</b>    | 10% |
| <b>Assessment</b>   | 70% |
| <b>Project work</b> | 20% |



# Year 7

|               |                                |   |
|---------------|--------------------------------|---|
| <b>Term 1</b> | Theme 1: Geography ... and you | Scope: Students are introduced to students will learn how human, physical, and environmental components of the world interact. Students will understand the fundamental concepts of spatial interaction and diffusion, which explain how human activities are influenced by the concept of distance.  |
|               | Theme 2: Maps and mapping      | Scope: Students will be exposed to cartographic information and will develop map reading skills, ranging from the simple reckoning of locations to the understanding of the spatial structure and process that maps represent. Students will become familiar with standard quantitative and qualitative methods, enabling them to accurately understand the meaning of information and how this information can be used to understand economic and social issues. |
|               | Theme 3: About the UK          | Scope: Students will expand their knowledge about the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.   |
| <b>Term 2</b> | Theme 4: Glaciers              | Scope: Students will explore the history of glaciation and the impact of climate change on people and places today. They will do research on the causes and consequences of glacier formation and the significance of their study to mankind as a key global warming indicator.   |
|               | Theme 5: Rivers                | Scope: Students will explore the research on rivers, lakes, and coastal waters. They identify constructed features and the activities associated with them. Students follow the fictional 'Story of a river' from the source to the sea and to address the issue.   |
| <b>Term 3</b> | Theme 6: Africa                | Scope: Students will expand their understanding in geographical similarities and differences through the study of human and physical geography of a region in Africa. Exploring the physical geography, including climate zones, biomes, and human geography, including types of settlement, land uses and economic activities.   |
|               | Theme 7: Kenya                 | Scope: Pupils should consolidate and extend their knowledge of Kenya, both their physical and human features. They will examine the geographical processes interacted to create distinctive human and physical landscapes that change over time in Kenya.   |

# How students are assessed

Students are assessed in many ways during their study of Geography in Year 7. These include knowledge retrieval, individual projects, written assessment, and group presentations. These are marked & graded according to the British National Curriculum levels.



## Year8

|               |                             |   |
|---------------|-----------------------------|---|
| <b>Term 1</b> | Theme 1: Fieldwork, and GIS | Scope: Students will interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS). They will communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  |
|               | Theme 2: Population         | Scope: Students will develop knowledge about the world, the United Kingdom, and their locality. They will expand their understanding basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  |
|               | Theme 3: Urbanisation       | Scope: Students will examine the physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. They will explore the human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources. Students will conclude their research investigating the process or urbanisation in the city of Manchester.   |
| <b>Term 2</b> | Theme 4: Coast              | Scope: Students will explore the physical and human geography of coasts with doing some research expanding their knowledge on the formation and key processes of the coast. They will apply their knowledge retrieval method on coastal weathering processes, particularly wave action, sediment movement and weather, as well as the ways in which humans interact with the coast.   |
|               | Theme 5: Weather & Climate  | Scope: Students will record and interpret information about weather patterns and draw conclusions about how weather contributes to climate. They will use their knowledge of weather to predict what the weather would be like in different climate zones. They identify three different climate zones of Tropical, Temperate, Desert and identify places within the zones. Students will use an image to identify the effect of landforms on climate. The geographical tools included in this topic are mapping, graphs and statistics, and visual representation. |
|               | Theme 6: Climate Change     | Scope: Students will examine the key processes involved in the change in climate from Ice Age to the present. This topic will conclude on how human influence will change the climate, and how human activity relies on effective functioning of natural systems.   |
| <b>Term 3</b> | Theme 7: Asia               | Scope: Students will develop knowledge of Asia, its physical and human characteristics, environmental regions, countries, and cities. Then they will investigate by interpreting maps, graphs, photos, and satellite images.  |
|               | Theme: China                | Scope: Students will develop knowledge of China, including the key human and physical characteristics. They will complete the geographical investigation on China to understand the contrast between the rapid development of Shenzhen, and life in rural China.  |

# How students are assessed

Students are assessed in many ways during their study of Geography in Year 8. These include knowledge retrieval, individual projects, written assessment and group presentations. These are marked & graded according to the British National Curriculum levels.



## Year 9

|               |                                    |   |
|---------------|------------------------------------|---|
| <b>Term 1</b> | Theme 1: From rock to soil         | Scope: Students will examine the physical geography relating to rocks, weathering and soils and geological timescales. They will then interpret Ordnance Survey maps in the classroom to evidence of their learning in this topic.  |
|               | Theme 2: Using Earth's resources   | Scope: Students will examine the detailed place-based exemplars at a variety of scales, human geography, relating to the use of the natural resources. They will formulate an evidence-based learning through one of the investigations of a case study on Ogallala Aquifer.  |
| <b>Term 2</b> | Theme 3: Earning a living          | Scope: Students will extend locational knowledge and deepen spatial awareness of the world's countries relating to economic activity in the primary, secondary, tertiary and quaternary sectors and the use of the natural resources. They will investigate Doncaster as example of a British town which underwent big changes, with the rise and decline of manufacturing. |
|               | Theme 4: International development | Scope: Students will extend their study between rich and poorer countries and millions of people living in extreme poverty. They will investigate the development in Malawi in Africa and Singapore in Asia.  |
| <b>Term 3</b> | Theme 5: Our restless planet       | Students will use a place-based exemplar at a variety of scales, the key processes in physical geography relating to plate tectonics. They examine the 2008 Sichuan earthquake as a case study for several reasons together with the 2004 tsunami as evidence of their learning.  |
|               | Theme 6: About Russia              | Scope: Students will be exposed to the programme of study requirements, with a country study of Russia - the world's biggest country by area. They will use maps of the world to focus on Russia, its environment regions, key physical and human characteristics, countries, and major cities.   |
|               | Theme 7: The Middle East           | Scope: Students will explore The Middle East, its environmental regions, key physical and human characteristics, countries, and major cities. They will investigate the conflict between Israel and the State of Palestine in a broad scope.  |

# How students are assessed

Students are assessed in many ways during their study of Geography at Year 9. These include knowledge retrieval, individual projects, written assessment and group presentations. These are marked & graded according to the British National Curriculum levels.