

KS3 Geography Units of Work

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| GCSE Assessment Objectives: | AO1 Know geographical material Demonstrate knowledge of locations, places, processes, environments and different scales. 15% | AO2 Think like a geographer Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes. 25% | | | AO3 Applying geography Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues. 25% AO4 Study like a geographer Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings and to make judgements. 35% |
| The three aspects of pupil achievement in the National Curriculum aims: | Contextual world knowledge of locations, places and geographical features | Understanding conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space | | | Competence in geographical enquiry , and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information |
| By the end of the Progress in Geography course, pupils should: | Have extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global, including Russia, Asia, Africa and the Middle East | Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. Explain various ways in which places, physical and human processes are interdependent and interconnected. Make connections between different geographical phenomena they have studied | | | Be able, with increasing independence, to choose and use a wide range of data, including OS maps at different scales, to help investigate, interpret, make judgements and decisions, to draw conclusions about geographical questions, issues and problems, expressing and thinking critically about different points of view about these. Write at length and discuss their geographical ideas, using a wide-ranging geographical vocabulary |
| Progress in Geography Units ↓ | | Physical geography processes and patterns | Human geography processes and patterns | Physical–human interaction | Geographical skills |
| Year 7 Autumn 1 | <ul style="list-style-type: none"> • Locate and name the world’s continents and oceans • Locate and name | | | <ul style="list-style-type: none"> • Understand and appreciate how our understanding of the planet has evolved through | <ul style="list-style-type: none"> • Locate and describe places using latitude and longitude • Demonstrate ability to use OS maps, scale, grid |

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| <p>1. What is a geographer?</p> | <p>countries in Europe, North and South America</p> <ul style="list-style-type: none"> • Begin to identify human and physical features of localities – Holderness, Southampton, Helvellyn, Seaford, Scarborough | | | <p>time through exploration and a series of discoveries</p> | <p>references, height, direction, with aerial photos</p> <ul style="list-style-type: none"> • Conduct fieldwork in a locality |
| <p>Year 7 Autumn 2</p> <p>2. How do we use our planet as a natural resource?</p> | <ul style="list-style-type: none"> • Identify human and physical features of a locality – Teesside | <ul style="list-style-type: none"> • Identify the Earth's spheres and how they are interconnected • Understand the concept of geological time • Understand the three categories of rocks • Understand how rocks are weathered • Understand the composition and formation of soils • Understand how biomes are formed by the interaction of the Earth's spheres – rainforest | | <ul style="list-style-type: none"> • Identify how people use the Earth's natural resources – rocks, soil, biomes, water, oil • Classify and evaluate sources of renewable and non-renewable forms of energy • Define a geographical concept – sustainability | <ul style="list-style-type: none"> • Compare an OS map with an aerial photo to analyse the location of an oil refinery • Communicate views about the need to use natural resources sustainably • Use new geographical terminology |
| <p>Year 7 Spring 1</p> <p>3. What is an economy, from local to global?</p> | <ul style="list-style-type: none"> • Identify human and physical features of a locality – Scarborough • Understand the growth of manufacturing in China | | <ul style="list-style-type: none"> • Understand geographical terms and ideas – economy, trade, ports, globalisation, containerisation and economic sectors • Classify jobs into economic sectors • Understand economic systems at a variety of scales • Understand how | | <ul style="list-style-type: none"> • Use statistical data to draw a graph to show how the UK economy has evolved • Decision making – locate a factory and justify choices • Compare an OS map with an aerial photo to identify location factors for a car plant and a port • Use new geographical terminology |

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| | | | <p>economies evolve through time</p> <ul style="list-style-type: none"> • Understand how places are interconnected and interdependent through trade • Consider the impact of economic activities on the environment | | |
| <p>Year 7 Spring 2</p> <p>4. What is weather and climate?</p> | <ul style="list-style-type: none"> • Weather and climate of the UK | <ul style="list-style-type: none"> • Understand the difference between weather and climate • Understand the basic principles, processes and patterns of weather and climate • Understand the characteristic features of depressions and anticyclones and how they affect the weather | <ul style="list-style-type: none"> • Understand how weather affects our daily lives | <ul style="list-style-type: none"> • Understand how weather is measured, recorded and forecast – role of the Met Office | <ul style="list-style-type: none"> • Use the synoptic code, weather charts and satellites to analyse weather patterns • Interpret and draw climate graphs for the UK • Interpret climate maps for the UK and the world • Describe and explain weather patterns and the climate of the UK • Use new geographical terminology – weather and climate • Conduct a geographical enquiry to identify patterns of weather for a locality for a week |
| <p>Year 7 Summer 1</p> <p>5. Is the geography of Russia a curse or benefit?</p> | <ul style="list-style-type: none"> • Locate Russia and its surrounding countries • Identify key features of Russia's physical landscape, climate, environments, population distribution, economy | <ul style="list-style-type: none"> • Understand the features and causes of a continental climate • Understand how biomes are formed by the interaction of the Earth's spheres – taiga, tundra | <ul style="list-style-type: none"> • Understand the distribution of natural resources and economic activities across Russia • Understand the difference between densely and sparsely populated areas | <ul style="list-style-type: none"> • Appreciate how cold temperatures impact on people's lives • Understand how size and physical geography affect the economic growth of Russia • Understand the population distribution pattern for Russia | <ul style="list-style-type: none"> • Interpret and draw climate graphs for Russia • Interpret climate maps for Russia • Use atlas maps and photos to investigate Russia • Use GIS/GoogleEarth to investigate Russia • Interpret and analyse a range of geographical data including different viewpoints about an issue • Use enquiry questions to describe places in Russia • Describe the physical landscape of Russia • Explain the differences between the climate of Russia and the UK • Describe and explain the population distribution of Russia |

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| <p>Year 7 Summer 2</p> <p>Fieldwork</p> | <p>Students vote for the fieldwork topic they'd like from a selection of 9 based In Felixstowe including: Cycle safety in the area, flooding vulnerability in Felixstowe, café businesses and sustainability, changes in the population and attitudes to climate change.</p> | | | | <ul style="list-style-type: none"> • Prepare to carry our fieldwork by deciding on my enquiry and developing my background knowledge of the chosen topic. • Collect data using a variety of methods including surveys and questionnaires. • Present my findings in the form of charts, graphs, tables, maps etc. • Interpret my data by recognising patterns, trends and unusual results. • Evaluate my fieldwork by reflecting on what went well and what can be improved next time. |
| <p>Year 8 Autumn 1</p> <p>6. Why are rivers important?</p> | <ul style="list-style-type: none"> • Identify human and physical features of a locality – River Tees • Locate the world's major river basins | <ul style="list-style-type: none"> • Understand the water cycle and drainage basin processes • Understand river processes – erosion, transportation, deposition – to create landscapes • Identify river landscape features | <ul style="list-style-type: none"> • Identify how people use rivers | <ul style="list-style-type: none"> • Understand why people investigate drainage basin processes • Know how human and physical factors cause rivers to flood • Identify ways that people respond to river flooding • Identify how river flooding can be managed | <ul style="list-style-type: none"> • Compare an OS map with an aerial photo to identify river features and how people use rivers • Use an OS map to draw a cross-section of a river valley • Use ArcGIS to investigate the long profile of the River Tees • Conduct a river fieldwork enquiry • Describe and explain how rivers create landforms |
| <p>Year 8 Autumn 2</p> <p>7. What is development?</p> | <ul style="list-style-type: none"> • Understand global patterns of development, locating countries in different states of development • Identify development priorities for Bolivia • Consider the state of development in Nepal • Identify regional inequality in the UK | | <ul style="list-style-type: none"> • Understand the concept of development and appreciate different definitions of development • Understand that development occurs at different rates and times in different countries • Understand that there are regional disparities of development within countries • Identify reasons for | | <ul style="list-style-type: none"> • Use a Development Compass Rose to classify indicators of development • Interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales • Communicate understanding of development and use new terminology • Apply understanding of causes of poverty to Nepal |

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| | | | <p>poverty, including gender inequality</p> <ul style="list-style-type: none"> • Understand how organisations work to support development • Further develop understanding of the concept of sustainability, investigating sustainable development goals | | |
| <p>Year 8 Spring 1</p> <p>8. One planet, many people: how are populations changing?</p> | <ul style="list-style-type: none"> • Know the global distribution of population, and location of the world's major cities • Know the impact of population change in Southampton 1801 to present • Understand the population control strategies in Russia and China | | <ul style="list-style-type: none"> • Understand the geographical concepts and ideas – population distribution, change, growth, migration, urbanisation • Understand that population change occurs at different rates and times in different countries • Understand and apply the Demographic Transition Model and a migration model • Understand how countries attempt to control population change • Understand the decisions that people make to migrate • Understand how migration changes settlements • Identify the interconnections between population change, use of | | <ul style="list-style-type: none"> • Interpret statistics, graphs, models, population density maps, population pyramids, to investigate population • Consider decisions that people make to change • Identify the latitude and longitude of cities • Compare OS maps of different scales • Use a range of historical data • Identify change, comparing 1890 OS maps with a current OS map • Identify and explain the world pattern of population distribution |

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| | | | natural resources and development | | |
| Year 8 Spring 2 9. What happens where the sea meets the land? | <ul style="list-style-type: none"> Identify human and physical features of a locality – Holderness coast | <ul style="list-style-type: none"> Understand how erosion, deposition and transportation create and change coastal landforms Understand the importance of geology in shaping the coast Understand how cliffs are weathered | | <ul style="list-style-type: none"> Understand the need for, and impact of, coastal management strategies | <ul style="list-style-type: none"> Compare an OS map with aerial and ground-level photos to identify coastal landforms, and how people try to manage the coast Consider different viewpoints and justify decisions about coastal management |
| Year 8 Summer 1 10. Diverse and dynamic: how is Asia being transformed? | <ul style="list-style-type: none"> Locate Asia and its countries Identify key features of Asia's physical landscape, climate, environments, population distribution, economy Understand aspects of the physical and human geography of India, China and Nepal | <ul style="list-style-type: none"> Understand the features and reasons for a monsoon climate Understand the cause of flooding in Asia Understand how biomes are formed by the interaction of the Earth's spheres – mountain | <ul style="list-style-type: none"> Understand population distribution and change in Asia Compare the population structure of two Asian countries Understand how urbanisation is changing a region – Karnataka, India Identify reasons for economic growth in China Understand the growing economic importance of Asia Appreciate the changing balance of world trade | <ul style="list-style-type: none"> Understand the impact of climate and flooding on people in Asia Compare the causes and impact of flooding in Asia with York Understand how deforestation in Nepal is affected by a mountain biome | <ul style="list-style-type: none"> Interpret climate maps for Asia Use atlas maps and photos to investigate Asia Interpret statistics, graphs, population density maps, population pyramids, to investigate population change Consider different points of view and decisions that people make to change Apply understanding of migration and urbanisation to analyse a range of geographical information about Karnataka |
| Year 8 Summer 2 Fieldwork | Students vote for the fieldwork topic they'd like from a selection of 9 based In Felixstowe including: Cycle safety in the area, flooding vulnerability in Felixstowe, café businesses and sustainability, changes in the population and attitudes to climate change. | | | <ul style="list-style-type: none"> Prepare to carry our fieldwork by deciding on my enquiry and developing my background knowledge of the chosen topic. Collect data using a variety of methods including surveys and questionnaires. Present my findings in the form of charts, graphs, tables, maps etc. | |

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| | | | | | <ul style="list-style-type: none"> • Interpret my data by recognising patterns, trends and unusual results. • Evaluate my fieldwork by reflecting on what went well and what can be improved next time. |
| Year 9 Autumn 1 11. Will we ever know enough about earthquakes and volcanoes to live safely? | <ul style="list-style-type: none"> • Locate the global distribution of volcanoes, earthquakes, mountain belts and plate boundaries • Locate and investigate natural disasters in Guatemala, Turkey, Nepal | <ul style="list-style-type: none"> • Understand the theory of continental drift, recognise the patterns of earthquake, volcano and mountain belts as plate boundaries • Understand the theory of plate tectonics and scientists' evolving understanding of how plates move • Understand the types of plate boundary | | <ul style="list-style-type: none"> • Appreciate how scientific theories and understanding about plate tectonics have evolved through time through a series of discoveries • Understand how people respond to an earthquake • Understand how people manage risk in areas prone to earthquakes and volcanoes • Understand the impact of development and urbanisation on countries susceptible to earthquakes and volcanoes | <ul style="list-style-type: none"> • Interpret atlas maps, eye witness accounts, scientific evidence, public information material, to investigate plate tectonics • Describe and explain the theory of plate tectonics |
| Year 9 Autumn 2 12. What are the challenges and opportunities facing Africa? | <ul style="list-style-type: none"> • Locate Africa and its countries • Identify key features of Africa's physical landscape, climate, environments, population distribution, economy • Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within Africa, and of a region within Asia | <ul style="list-style-type: none"> • Know the physical landscape of Africa • Understand the pattern of climate zones and biomes across Africa • Identify the causes and consequences of desertification in the Sahel • Understand how biomes are formed by the interaction of the Earth's spheres – savanna | <ul style="list-style-type: none"> • Challenge stereotypical views about the continent of Africa • Appreciate the effects of colonialism on present-day Africa • Understand the changing state of development across African countries • Understand population distribution and change in Africa • Understand how urbanisation is changing Africa • Compare urbanisation in a | <ul style="list-style-type: none"> • Identify solutions to desertification in the Sahel | <ul style="list-style-type: none"> • Interpret climate maps and graphs for Africa • Use atlas maps and photos to investigate Africa • Use latitude and longitude to locate places in Africa • Interpret statistics, graphs, population density maps, population pyramids to investigate population change • Consider different points of view and decisions that people make to change • Apply understanding of migration and urbanisation to analyse a range of geographical information about Ethiopia • Apply understanding of development and Sustainable Development Goals to Africa • Use enquiry questions to describe places in Africa |

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| | | | <p>region of India to a region of Africa</p> <ul style="list-style-type: none"> • Identify reasons for economic growth in Africa • Understand and consider the reasons for China investing in and trading with countries in Africa | | <ul style="list-style-type: none"> • Describe the physical landscape of Asia • Use a Development Compass Rose to classify and critically think about different viewpoints |
| <p>Year 9 Spring 1</p> <p>13. How does ice change the world?</p> | <ul style="list-style-type: none"> • Locate the changing global distribution of ice sheets and glaciers • Identify human and physical features of a locality – Helvellyn, Snowdon, Dinorwig, North Wales, Geiranger, Norway | <ul style="list-style-type: none"> • Understand that the world's distribution of glaciers varies through time • Understand how erosion, deposition and transportation create and change landforms | <ul style="list-style-type: none"> • Identify and understand how people use glacial landforms | <ul style="list-style-type: none"> • Understand how scientists investigate how glaciers are changing | <ul style="list-style-type: none"> • Compare OS maps with aerial and ground-level photos to identify glacial landforms • Use OS maps to draw cross-sections to show glacial features • Describe and explain how people use glacial landforms • Use evidence to describe how the world's glaciers are changing |
| <p>Year 9 Spring 2</p> <p>Fieldwork</p> | <p>Students vote for the fieldwork topic they'd like from a selection of 9 based In Felixstowe including: Cycle safety in the area, flooding vulnerability in Felixstowe, café businesses and sustainability, changes in the population and attitudes to climate change.</p> | | | | <ul style="list-style-type: none"> • Prepare to carry our fieldwork by deciding on my enquiry and developing my background knowledge of the chosen topic. • Collect data using a variety of methods including surveys and questionnaires. • Present my findings in the form of charts, graphs, tables, maps etc. • Interpret my data by recognising patterns, trends and unusual results. • Evaluate my fieldwork by reflecting on what went well and what can be improved next time. |
| <p>Year 9 Summer 1</p> <p>14. Why is the Middle East an important world region?</p> | <ul style="list-style-type: none"> • Identify the meaning of a region • Locate the Middle East and its countries • Identify key features of the Middle East's physical landscape, climate, | <ul style="list-style-type: none"> • Know the physical landscape of the Middle East • Identify the impact of plate tectonics on the Middle East • Understand the | <ul style="list-style-type: none"> • Understand the distribution of population and ethnic groups across the Middle East • Understand the importance of oil to the economies of the Middle | <ul style="list-style-type: none"> • Identify issues of water scarcity created by the climate of the region | <ul style="list-style-type: none"> • Draw climate graphs • Use atlas maps and photos to investigate the Middle East • Interpret statistics, graphs, population density maps, population pyramids to investigate population change • Consider different points of view and decisions |

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| | <p>environments, population distribution, economy</p> <ul style="list-style-type: none"> • Consider the importance of the region to the world | <p>pattern of climate zones in the Middle East</p> <ul style="list-style-type: none"> • Compare a desert and a Mediterranean climate | <p>East and the world</p> <ul style="list-style-type: none"> • Understand the changing state of development across the countries of the Middle East • Compare and understand the reasons for different levels of development and population change for UAE and Yemen • Understand the reasons for conflict in the Middle East | | <p>that people make to change</p> <ul style="list-style-type: none"> • Describe and explain the impact of plate tectonics on the Middle East • Apply understanding of development, population and economy to investigate UAE and Yemen, using a variety of geographical data • Apply understanding of the Middle East, and migration, to investigate the causes and consequences of war in Syria, critically thinking about different viewpoints |
| <p>Year 9 Summer 2</p> <p>15. What is the future for the planet? A geographer's view</p> | <ul style="list-style-type: none"> • Global patterns of climate change and greenhouse gas emissions • Antarctica the frozen continent • Consequences of climate change in the UK | <ul style="list-style-type: none"> • Understand the concept of climate change • Understand the role of greenhouse gases • Understand the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers | <ul style="list-style-type: none"> • Understand the contribution of using natural resources, energy development, economic growth and population change on the world's changing climate • Consider how the UK government is managing the risks of climate change | <ul style="list-style-type: none"> • Identify and classify the causes of climate change • Apply understanding of geographical concepts – economy, development, Earth's spheres, weather and climate, population change, melting glaciers – progressed through the book to investigate the causes and consequences of climate change • Understand that action to face climate change requires international agreement and collaboration | <ul style="list-style-type: none"> • Investigate controversial issues • Consider a range of evidence of climate change • Consider and critically reflect on different viewpoints, detecting bias • Use a wide range of geographical data in this unit and those throughout the book marked with 'cc' symbol to identify and classify the causes and consequences of climate change • Use of GIS with OS maps to identify flood risk in the UK • Debate three options for the future • Consider future personal actions as a geographer |