KS3 Summary of Delivery and Sequencing 2021-2022

Geography: Suggested timeline 2021-2022

Week Beginning	Year 7	Year 8	Year 9
6/9	Introduction	Introduction	Introduction
13/9	LOCATIONAL GEOGRAPHY	LOCATIONAL GEOGRAPHY	LOCATIONAL GEOGRAPHY
20/9	LOCATIONAL GEOGRAPHY	LOCATIONAL GEOGRAPHY	LOCATIONAL GEOGRAPHY
27/9	Local Area Study / Map skills	Rivers	Ecosystems
4/10	Local Area Study / Map skills	Rivers	Ecosystems
11/10	Local Area Study / Map skills	Rivers	Middle East / Deserts
18/10	Local Area Study / Map skills	Rivers	Middle East / Deserts
HALF TERM			
1/11	Population	Rivers	Middle East / Deserts
8/11	Population	Rivers	Middle East / Deserts
15/11	Population	Rivers	Rainforests
22/11	Population	Rivers	Rainforests
29/11	Population	Population	Rainforests
6/12	Weather and Climate	Population	Rainforests
13/12	Weather and Climate	Population	Rainforests
CHRISTMAS			
5/1	Weather and Climate	Population	Revision Week
10/1	Weather and Climate	Revision Week	JAN ASSESSMENT
17/1	Revision Week	JAN ASSESSMENT	Volcanoes
24/1	JAN ASSESSMENT	Population	Volcanoes
31/1	Weather and Climate	Population	Volcanoes
7/2	Weather and Climate	Population	Volcanoes
HALF TERM			
21/2	Rivers	Population	Volcanoes
28/2	Rivers	Weather and Climate	Volcanoes
7/3	Rivers	Weather and Climate	Volcanoes
14/3	Rivers	Weather and Climate	Coasts
21/3	Rivers	Weather and Climate	Coasts
28/3	Rivers	Weather and Climate	Coasts
EASTER			
20/4	Economic Activity	Weather and Climate	Coasts
25/4	Economic Activity	Micro-Climate Enquiry	Coasts
2/5	Economic Activity	Micro-Climate Enquiry	Coasts
9/5	Economic Activity	Asia – Russia	Coasts
16/5	Economic Activity	Asia Russia	Coasts
23/5	Asia - Russia	Revision Week	Revision Week
HALF TERM -			
6/6	Asia - Russia	Revision Week	Revision Week
13/6	Revision Week	JUNE ASSESSMENT	JUNE ASSESSMENT
20/6	JUNE ASSESSMENT	Asia – Russia	Challenge of the Anthropocene
27/6	Asia – Russia	Asia – Russia	Challenge of the Anthropocene
4/7	Asia – Russia	Asia – Russia	Challenge of the Anthropocene
11/7	Asia – Russia	Asia – Russia	Challenge of the Anthropocene
18/7	Asia – Russia	Asia - Russia	Challenge of the Anthropocene

Notes:

1. The introduction lessons allow preparation for the first assessment. In year 7 there is time for introductory lessons to the subject/teacher/school
2. There is some repetition of coverage for Year 7 and 8 this year in the transition of the new KS3 as population and rivers has now moved to Year 7. End of Year tests have been staggered to help with workload however these may have to change slightly depending on school calendar and other events

ALL TO BE RE-EVALUATED IN JULY 2022

CURRICULUM IMPLEMENTATION AND SEQUENCING – A detailed overview of the Geography KS3 Curriculum at St Ivo Academy

YEAR 7		
Topic	**Links back to the National Curriculum**	**Justification for topic, year, and sequence**
World Locational Geography	**Page 2** • Locational knowledge of worlds countries (includes polar regions) **Page 3** • Build on knowledge of globes., maps, atlases	Developing fluency in recalling locational knowledge is a key aim of our KS3 curriculum and it is important to start by ensuring students have a clear sense of location from a global scale so they can see the bigger picture. Location is key and it is at this early stage that we want to ensure that students develop a knowledge of latitude and longitude as one of the absolute positioning systems in geography. Having a perspective of global location is a critical geographical framework to establish early on, enabling students to make sense of the natural and human phenomena we will be studying throughout the KS3 curriculum – i.e., the importance of location affecting biomes, climate etc for example proximity to the equator. All students should have some level of knowledge of this although we have students from several local feeder schools. This is therefore a levelling opportunity, to ensure ALL students start with a clear understanding of global location to underpin their future studies. This unit will help ensure students have a knowledge of location which help them develop an understanding of the following topics. Key topics such as Population and Weather and Climate which will be covered in Year 7 require an understanding of location from a global perspective for example when talking about world population distribution and factors that can affect this distribution as well as factors which can affect weather and climate which is very much linked to global location.
Map Skills / Local Study Settlement	**Page 3** • Interpret OS maps (including grid references, scales topology, thematic mapping, aerial, and satellite photos) • Use GIS to view, analyse and interpret places and data	A key requirement of a successful geographer is an understanding and ability to use, understand and interpret different map skills. This topic will seek to teach students the core skills (outlined in the NC but also the AQA GCSE geography). To really engage students and develop and apply their locational knowledge, these skills will be taught through the context of a local study of St Ives and the surrounding area. Year 7 is often the first-time geography is formally taught and we want to ensure all students have the same key geographical skills that they need for other topics. We are aware that students coming from different feeder schools will have different degrees of pre-existing knowledge of some map skills. This will be an important opportunity to ensure that all students develop these important foundation skills to support

	Page 2 • Understand how human and physical processes interact through the location of settlement.	their studies going forward. We also feel that it is important that map skills are not taught in isolation, hence integrating it as part of a local study, enabling students to also start to apply the skills they learn to understanding their local area, including for example identifying settlement patterns and reasons for the location of settlements such as St Ives. This therefore provides an opportunity to start interpreting maps using newfound skills to understand the local settlement geography of the area and will also help students to gain a sense of place with regards to their local area. This will provide a useful foundation for starting to build an understanding of their personal geographies. Map Skills, including the use of Grid References is another critical geographical framework which students will need to be able to use throughout the study of other topics. For example, when we look at rivers later in Year 7 we will be exploring downstream changes which will clear link to differences in relief, so prior knowledge of how relief is shown and can be interpreted on OS maps will be important. Likewise, when looking at population distribution in the UK, the use of map skills and the context of scale and relief will be key.
Population	**Page 2** • Extend knowledge and deepen spatial awareness of the world's countries ... focus on... Russia, Asia.... focusing on human characteristics, countries, and major cities • Human geography relating to population and urbanisation • Understand geographical similarities, differences, and links between places **Page 3** • Build on knowledge of globes, maps and atlases	The world's population is rapidly increasing, it is a real concern for the 21st century with regards to the impact of a growing population with implications for both human and physical processes. There are lots of key terms associated with this topic and this provides an opportunity to become familiar with these which will underpin much of what the students study going forward. This unit has also been developed with lots of skills including reading maps, creating graphs, explaining ideas, and using pictorial evidence. Touching on migration within this topic also provides an opportunity to tackle a topical issue and address any misconceptions. This is an important underpinning topic for students to study, providing an opportunity to start to understand fundamental human processes and how they are affected by physical processes, for example with regards to population distribution. In turn this will also provide students with important foundation knowledge and key terms that will help them going forward. Many concepts studied as part of Economic activity, Development, and Global Resources are influenced by a growing population and the processes that result in inequalities in population distribution and density, which also lead to inequalities in economic growth. Understanding population processes are also fundamental in students wider understanding of place, for example as they study differences within Asia (Yr 7) and Africa (Yr 8). As students' progress further through the KS3 curriculum, the key ideas taught in this population unit, with regards to growth of population will also help their understanding of the increasing impact of humans on our earth through topics such as 'Ecosystems' and 'The Challenge of the Anthropocene (Year 9)
Weather and Climate	**Page 2** • Understand the key processes in weather and climate	Initially consolidating the key terminology for describing weather, how aspects of the weather are observed, and the basics of the water cycle that that students should have studied KS2, this unit will enable students to begin to learn more about fundamental atmospheric processes. Atmospheric conditions are key to driving many human and physical

	Page 3 • Use fieldwork to collect, analyse and draw conclusions from geographical data • Use of thematic mapping and aerial and satellite photographs	processes and provide essential knowledge to enable students to understand systems that underpin many geographical processes that they will be studying through the curriculum at secondary level. Students will begin to explore concepts such as weather, climate, depressions, anticyclones, air masses and weather systems and go on to draw out generalisations such as Britain's weather and climate being variable due to Britain's position in a global context. Having a thorough grounding in basic atmospheric processes in Year 7 and, an understanding of air masses and the exertion of air pressure will provide the foundation for students going on to understand more complex theories later in the curriculum, such as the Global Atmospheric Circulation model which will help explain the location of the world's biomes which students will explore in Year 9 and subsequently in more detail at GCSE. This unit will also provide students with an opportunity to start using aerial and satellite photographs as well as developing a familiarity with synoptic charts. This will also provide an important underpinning for when students study Tropical Storm Formation at GCSE. This unit also provides an important first introduction to geographical enquiry and fieldwork through a micro-climate enquiry based around the school grounds. This will provide an initial introduction to the structure of geographical enquiry, encouraging students to ask geographical questions and to have an early opportunity to collect and analyse geographical data.
Rivers	**Page 2** • Physical geography relating to hydrology • Understand how human and physical processes interact to influence and change landscapes • How human activity relies on effective natural systems	The rivers topic allows students to understanding the importance of the role of water in shaping our landscape as well as consideration of the interaction between humans and the physical environments (with an initial consideration of flooding (this will be picked up in more detail in extreme weather at the beginning of yr 8). The school is based in a market town where the Great River Ouse was paramount to the development of the town. Therefore, this topic should be relatable to all students. It is also a topic where the foundational knowledge of landscape geomorphology can be taught so that it can be built on in further years. This unit will be the first introduction to the critical framework of geographical systems building on students basic understanding of the water cycle and rivers that they should have developed at KS2. Students will gain an understanding of what is meant by a landscape system and this unit will provide the foundation knowledge of geomorphic processes which shape our landscapes, with key concepts of erosion, weathering, mass movement, transport, and deposition being covered. This will also enable students to apply understanding of processes to how landforms develop. This unit of work will lead nicely on from the map units and there is plenty of opportunity to develop these skills e.g., identifying river features on a map and the construction of a valley cross sections.

Economic Activity	**Page 2** • Human geography relating to economic activity in primary, secondary, tertiary, and quaternary sectors	This topic will introduce students to economic activity in the primary, secondary, tertiary, and quaternary sectors. This topic is not only in the national curriculum and GCSE but also is fundamental in students really understanding and making sense of the world we live in today. Students will develop an understanding of what is meant by economic activity, distinct types of economic activity and an initial insight into the role of economic activity in shaping a countries economy with a focus on the UK and the ways its economy has changed over time with a shift from agriculture to manufacturing, to service and quaternary industries. This will also provide complementary links with History through the Industrial Revolution. This is a foundation topic which will provide students with the key ideas, vocabulary and fundamental building blocks of knowledge required when in Year 8 they go on to study Development and Global Resources. Through developing an early understanding in year 7 of the importance and role of economic activity in international trade by Year 8 students should have the threshold knowledge required to understand the links between economic activity, access to global resources and how this influences levels of development as well as the role of trade and the inequalities that economic globalisation brings. With the early introduction of key terminology and basic concepts associated with economic activities, students will also have a better understanding of the human processes that have shaped the characteristics of places, for example in their studies of Russia and parts of Africa.
Asia - Russia	**Page 2** • Extend knowledge and deepen spatial awareness of the world's countries ... focus on... Russia, Asia.... focusing on their environmental regions, key physical and human characteristics, countries, and major cities • Human geography relating to population, urbanisation, and international development **3**	Having gained foundational geographical knowledge through Year 7 through a study of fundamental concepts underpinning settlement, weather and climate, population, economic activity, and physical processes involved in shaping the landscape, students will now have an opportunity to explore how human and physical processes operate specifically in the context of a detailed place study. It will also provide a useful contrast when students go on to study places in Africa and the Middle East later in the KS3 curriculum. This unit will initially build on students' knowledge of the world's regions and countries with a focus on the locational geography of Asia and its main physical features, building on and further consolidating students' fluency in knowledge of locational geography started in the first topic in Year 7. To develop students, place knowledge, the topic will specifically look at Russia – students will be encouraged to ask and explore questions such as "why is this place like it is?", "How is this place changing?" etc.. Students will be introduced to the idea of geopolitics - a fundamental force shaping the world through consideration of the Scramble for the Arctic. Students will explore the natural resources of Russia and the influence on its economy as well as the issues associated with resource exploitation. There will also be a consideration of the challenges and opportunities presented by the climate in areas of permafrost. A study of the indigenous Nenets people of Northern Russia will explore how cultures are affected by climate and the environment as well as how human processes of economic activity through the exploitation of resources are affecting the livelihoods of the indigenous people.

	• Build on knowledge of globes, maps and atlases	A range of resources will be utilised to foster a sense of place, including where appropriate GIS, Google Earth, and aerial / satellite photographs. This early place study will also provide an opportunity later in the curriculum for students to contrast places with reference back to their Year 7 study of Russia.

YEAR 8		
Topic	**Links back to the National Curriculum**	**Justification for topic, year, and sequence**
Europe Locational knowledge	**Page 2** • Locational knowledge of worlds countries (includes polar regions) **Page 3** • Build on knowledge of globes., maps, atlases	This continues to build on one of the key aims of our KS3 curriculum which is to develop and consolidate fluency in recalling locational knowledge. Having focused on global scale locational knowledge in Year 7, this will explore locational knowledge at our continent level – Europe and segue into the first topic which is on extreme weather and will begin by exploring extreme weather in Europe. Having a perspective of global location is a critical geographical framework to establish early on, enabling students to make sense of the natural and human phenomena we will be studying throughout the KS3 curriculum. This will also provide another important opportunity to revisit latitude and longitude as a key fixed reference framework.
Natural Hazards / Extreme Weather	**Page 2** - physical geography relating to: weather and climate This topic however also aims to go beyond the national curriculum through the specific study of atmospheric hazards which are increasing in intensity and frequency, considering both causes and impacts on humans.	This unit is an opportunity to build on some of the basic threshold concepts related to atmospheric conditions such as air masses, air pressure and instability which were introduced in the Year 7 unit on weather and climate through exploring extreme weather and the impact on humans (whilst also beginning to consider the impact that humans may in turn have on extreme weather – this will then be picked up again at the end of Year 9 in the unit on “Challenges of the Anthropocene”). The unit will begin by exploring Extreme weather in Europe in particular heatwaves, linking to the locational knowledge introduced in the first few lessons of Year 8. A more global perspective will then be taken by looking at other areas in the world experiencing heatwaves and consequent wildfires (in California and Australia). This will then move on to look at extreme wind events including Tropical Storms and Tornadoes. There will be some basic foundations on Tropical storms, mainly on location, distribution, and conditions for formation (this will provide some useful foundation for the Tropical Storms topic at GCSE). More focus however will be given to Tornadoes as an opportunity to explore these in more detail (these are not covered at GCSE and so will provide an opportunity for more in-depth study here).

The World of Ice (Antarctica / Glaciers)	**Page 2** • physical geography relating to: the change in climate from the Ice Age to the present; and glaciation	Having started to consider the impacts of a changing climate in the previous unit, this topic will begin with an initial overview of past changes in climate from the Ice-Age to the present. It is intended to provide an opportunity for students to consider the role that ice has and still does play in shaping our world. The first part of the topic will explore Antarctica as one of the two last remaining ice-sheets from the last ice-age. It will provide students with an opportunity to explore the opportunities and challenges of Antarctica as a unique, fragile environment with an opportunity to explore its key characteristics and will start to touch on the idea of geopolitics with reference to the Antarctic Treaty and its importance. Having studied Antarctica – this topic will then get students to consider that since the last ice-age, as ice retreated poleward, areas in the northern hemisphere including much of the UK were shaped by ice. Although it is not an intention that this topic will teach the whole of glaciation, it will begin to consider the role that ice plays in geomorphology. This will provide an opportunity to relate back to geomorphic processes, first introduced in rivers in Year 7 (erosion, transport, and deposition) and to consider the fact that ice as well as water has played a key role in shaping the landscapes, we have in the UK today, such as Snowdonia and the Lake District. This will provide a useful introduction of key ideas and concepts which will later support the UK landscapes topic at GCSE and will be returned to in detail at Key Stage 5 when A Level students explore glaciation in depth.
Development	**Page 2** • Human geography relating to...development, economic activity in the primary, secondary, tertiary, and quaternary sector **Page 3** • analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	This unit is fundamental for helping students to deepen their understanding of the world they live in and for enabling them to understand the reasons for global inequalities. Many of the key concepts introduced here are threshold concepts which will further underpin students understanding of topics ahead, including Global Resources and Africa (Yr 8) and Middle East and Challenge of the Anthropocene (Year 9). This unit will start by exploring what development is and how it can be measured, including social, economic, and political indicators. Students will then explore spatial inequalities and consider the development processes that have contributed to these before considering international aims (the sustainable development goals). This unit will draw on foundation knowledge from several preceding units (including Population and Economic Change from Year 7) and will help students to understand the complex nature of the world we live in. It will also seek to provide them with the higher-order skills required to compare different regions whilst developing their understanding of key underlying concepts which will enable them to interpret and understand reasons for similarities and differences identified. This unit will encourage students to 'think like a geographer'; it will begin by drawing on resources associated with the book "Factfulness" (Hans Rosling) to get students questioning what they already know and in turn encouraging them to ask further questions. Opportunities will be exploited for students to experience GIS as a visualisation tool for exploring spatial and temporal differences with regards to development. Other visualisation tools including gapminder.org will be utilised to help develop skills in data analysis and interpretation. Basic statistical manipulation of data using mean, mode and median will be encouraged and appropriate graphical skills such as scatter graphs to look at correlations will be introduced.

	• Use GIS to view, analyse and interpret places and data	This topic addresses several key geographical concepts including place, space, scale, interdependence, human processes, and diversity. It will also introduce various specific 'content concepts' including for example globalisation. The key ideas and concepts associated with economic development introduced here will provide an important foundation not just for further topics studied at KS3 but for GCSE (The Changing Economic World) and beyond.
Global Resources	**Page 2** - Human geography relating to the use of natural resources	This unit sets out to explore the key natural resources we use, their origin, the increasing challenges associated with their use and will importantly introduce the key concept of sustainable development. Earth Systems – rocks – renewable and non-renewable resources, types of rock and weathering, rocks as a resource. Oil resources natural resources to generate electricity, hydrosphere resources – water management in UK / why water is so important to us, Food resources in the UK and sustainable use of natural resources – water, food, and energy. The teaching of this unit will be supported by drawing on key underpinning concepts of human processes, interdependence, globalisation which have already been introduced and link back to the units on population, economic activity, and development. This unit will also provide a useful foundation for the rainforests topic in Year 9 which will pick up on a specific case study of resource use in a particular part of the biosphere and the implications of this with reference to place specific examples of sustainable development projects at a local scale. Many of the concepts and key ideas introduced in this unit will also help underpin the "Challenges to the Anthropocene" unit in Year 9 which will consider in greater detail the key issues surrounding the use of and pressures on global resources and the consequent impacts on our world.
Africa	**Page2** • understand geographical similarities, differences, and links between places through the study of human and physical geography of a region within Africa	This scheme of work will help to develop and broaden students understanding of the world, more specifically the continent of Africa. Africa can seem very distant, and many students know little about the continent. It is especially important that students recognise the "Danger of the single story" (The danger of a single story | Chimamanda Ngozi Adichie - YouTube) and stereotypes will be challenged throughout the unit. Students will be drawing on and applying many key ideas and concepts (e.g., urbanisation, globalisation, interdependence etc.) they have studied previously (in units such as population, economic activity, development, global resources and weather and climate) in this place study. This unit will start broad and then focus down through a specific country study of Kenya. This unit will also provide useful foundations later studies as students refer to the continent of Africa in later years (for example Nigeria and Lagos in Year 11 and through the study of migration and human rights at KS5). The unit aims to help students explore the diversity of the African continent through both its physical and human geography whilst also looking at the challenges and opportunities faced and exploring how the physical and human environments are linked. There is a real opportunity here for students to engage in 'real world' issues, with an opportunity for decision making activities (which will also support GCSE). One of the aims of this unit is to show diversity and to develop an awareness of an area of the world that many students are less familiar with.

		This unit will also provide a structured opportunity for students to develop, practice and consolidate a range of geographical skills (including graphical and cartographical techniques) which will also be needed for GCSE and beyond.

YEAR 9		
Topic	**Links back to the National Curriculum**	**Justification for topic, year, and sequence**
UK Locational knowledge	**Page 2** • Locational knowledge of worlds countries (includes polar regions) **Page 3** • Build on knowledge of globes., maps, atlases Students should have built up a solid locational and place knowledge by the end of Key Stage 3.	As with previous years we aim to further increase students' fluency in locational knowledge, this year building on their global and European knowledge through recapping and reinforcing locational knowledge from Year 7 and 8 and then focusing on UK Geography (countries, counties, major cities, and key physical features including major areas of high and lowland, and major rivers. The assessment will test students on their basic geography knowledge and will focus on the UK. However, they will also be tested on their work in previous years (world geography and regions). The opportunity will also be taken to revisit map skills and the use of OS maps. This will also provide useful foundation for the GCSE where the guidelines require a focus on "Geography of the UK" and the locational knowledge developed here will be further consolidated through this year, and for those taking GCSE, throughout Year 10 and 11. It will specifically provide a foundation to support the UK Physical landscapes section of the AQA GCSE course which we follow. However, ALL students (regardless of whether continuing to GCSE) should finish KS3 with a clear sense of location with regards to the UK hence the importance of this.
The Middle East / Deserts	**Page 2** • Physical geography relating to soils, weather, and climate • Extend knowledge and deepen spatial awareness of the world's countries ... focus on... the Middle East.... focusing on their environmental regions (including hot deserts), key	As a starting point this unit begins with a short sequence of lessons on the basics of Ecosystems. Students will consider the nature of the earth's four key sub-systems – atmosphere, lithosphere, hydrosphere, and biosphere, and will start with the consideration of a UK based ecosystem to consider the physical, chemical, and biological processes that link organisms and their environment. This will draw on work students have done in science and consolidate their pre-existing knowledge of producers, consumers, food chains and foodwebs and biotic and abiotic factors to provide the foundations and key vocabulary required to understand the processes which help explain the characteristics and functioning of global biomes, the distribution of which will be studied. The first global biome to be explored in Year 9 is Deserts and in the context of a place study of the Middle East which will bridge both physical and human landscapes and will explore the impact that the physical environment can have on

	physical and human characteristics, countries, and major cities	human processes through the opportunities and challenges of deserts. Whilst the initial focus will be on deserts, this will also provide an opportunity to acknowledge the diversity of landscapes within a geographical region such as the Middle East, exploring both the physical and human processes which shape it and help explain the complexities of the region, including the conflicts that exist. This will also touch back on the idea of geopolitics studied previously in units on Russia and Antarctica. Students will be encouraged to be more independent however in tackling key questions such as "Why is there ongoing conflict in the Middle East?" and "Why is Yemen the poorest country in the Middle East?." We have taught deserts for a long time but when reviewing the curriculum, we decided to focus our study on a particular area to develop a sense of place and a good opportunity to consider the interaction between physical and human processes. This also flows nicely with the other regions we would have looked at in Yr 7 (Russia) and Year 8 (Africa). The Middle East is a lesser-known area for students and through the study of this unique region they will also be able to apply key ideas and concepts already studied, including population, weather and climate, economic activity, development, and global resources to understand the unique nature of this region.
Rainforests	**Page 2** • Physical geography relating to soils, weather, and climate • Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems	This unit will look at a contrasting biome in greater detail, exploring the physical characteristics and the relationships between climate, soils, and vegetation and how plants and animals are highly adapted, giving rise to the world's most diverse biome. It also allows for students to consider the location of different biomes and opportunity to start to introduce the basics of the global atmospheric circulation (an area we find GCSE students find difficult). Students will also explore the importance of rainforests at different scales (local, regional, and global). The second part of the unit looks at the increasing impact of humans and gives an opportunity to consider the potential impacts of this. The unit will encourage students to understand the complexities of the world we live in and allow them to apply key concepts they have already related to globalisation, development, economic activity, population, and global resources to understanding the issues associated with the exploitation and management of the rainforest, with the key underpinning concept of sustainable development. Students will then be able to consider what can be done to reduce the threat to the rainforests. There will also be a significant skills element to this unit – for example, analysing maps and suggesting reason for trends. The potential use of GIS for mapping deforestation will also be built in to provide a practical example of the use of GIS for exploring spatial and temporal trends in geographical data. This will underpin the Living World unit at GCSE, providing a useful foundation of key ideas related to this fragile and endangered biome. It also provides useful background for the more detailed context study of the rainforest in the water and carbon unit at A Level.
Volcanoes •	**Page 2** • Physical geography... plate tectonics	This unit has been placed in Year 9 as it is felt that the geo-physical processes associated with tectonics and volcanoes are best understood at a point where students have developed greater geographical maturity. Plate Tectonics is a relatively young scientific theory (developed with advanced in geophysical observation and computing technology in the 1960s), and it

	Page 3 • Use of GIS to view, analyse and interpret places and data	provides an opportunity here to explore with students some of the disciplinary knowledge associated with plate tectonics with reference to Pangea and the work of Wegener on continental drift (this goes beyond the national curriculum and is an opportunity to look at some aspects which whilst are not required at GCSE provide some good foundation for the study of Tectonics at A Level). The introduction to plate tectonics will provide background and understanding to the unit. At GCSE we study earthquakes so this is the main opportunity students will get to study volcanoes in more. This topic will introduce plate tectonic theory and boundaries – it will then focus on volcanoes. Having studied the geomorphological impact of rivers and ice (and later in year 9, Coasts) on the landscape, this will also provide an opportunity for students to consider tectonic geomorphology This unit allows students to consider what is going on in the world today and will often refer to news. Whilst thermal convection current theory will be considered, students will be encouraged to recognise the complexity of tectonic science with and introduction to other driving forces believed to play a key role such as slab pull and ridge push (this will also support GCSE) Whilst there will be acknowledged that plate movements cause earthquakes, earthquakes will be studied more fully at GCSE, the focus here will be on Volcanoes, including causes, types of, impacts and management of. By this point in their KS3 geography journey, students should have developed greater skills in "Thinking like a geographer" which they can apply to think more broadly about the impacts of volcanoes at different scales, including on people living in the area using contemporary examples of volcanic eruption, and how these impacts may vary according to different volcanoes. Opportunities for the use of GIS are exploited here in helping students to explore the spatial distribution of earthquakes and volcanoes to help show links to plate boundaries and major geomorphological features such as fold mountains, ocean ridges and trenches using digital layers. Students will also revisit latitude and longitude as a fixed geographical reference framework for the location of volcanoes.
Coasts	**Page 2** • Physical processes relating to ... coasts	The coasts unit builds on students understanding of geomorphological processes involving water shaping the landscape and relates back to key ideas of erosion, transport and deposition first introduced during the study of rivers in Year 7. We feel it is important that all students gain an understanding of coastal processes and issues surrounding changing

	• Understand how physical processes interact to influence, and change landscapes... and how human activity relies on effective functioning of natural systems **Page 3** • Interpret Ordnance Survey maps in the classroom and in the field • fieldwork	coastlines. Whilst this is taught to ALL KS3 students, with regards to the scheme of work for this unit, we follow the AQA GCSE specification requirements to provide a solid underpinning for students going on to follow Geography at GCSE level. It is also enables all students to experience some degree of studying geography in greater detail at a level required for GCSE. Students are taught coastal processes and landscapes and start to consider the need for coastal management. Due to staffing and minimising disruption to student lessons in Year 10, one of the GCSE fieldwork opportunities is undertaken during this unit in Year 9 (once students have chosen their options). UK Coastal Landscapes then becomes the first unit that GCSE students study in Year 10. Rather than repeating the content, having completed this at the end of Year 9, we start with retrieval practice, revision of key concepts and practice in applying knowledge and understanding to GCSE study questions. We then finish the unit by following up coastal management in greater detail including a place study of Lyme Regis. The students also undertake their write up of their fieldwork in September of Year 10 based on the data collected at the end of Year 9.
Challenges of the Anthropocene	**Page 2** • Change in climate from the Ice Age to the present • Use of natural resources • Understand how human and physical processes interact to influence and change environments and the climate	Our KS3 curriculum has been sequenced to enable students to build their geographical knowledge and understanding through the introduction of big ideas in an order designed to help students gradually see how the key ideas and concepts they have studied are interconnected. In this unit they will be drawing on many of the topics they have previously studied, in particular: weather and climate, population, economic activity, development, global resources and ecosystems. By the end of KS3, it is our aim that all our students can recognise how the physical, human, and environmental world is 'intertwined'; the interaction between physical and human processes to influence and modify landscapes, habitats, and climates and how human activity is reliant on natural systems and their effective functioning. With this unit being the final experience of Geography that some of our KS3 students will have (with not all pursing it at GCSE) at St Ivo, as is the overall aim of our curriculum we want to ensure that all our students are prepared as global citizens. This final unit therefore considers the challenges of the Anthropocene – the 'age of humans;' the toll of human activity on our physical world and the importance of understanding and managing the impact we are having. The focus is on the impact on the key stakeholders of current and future generations and how it is these very generations that need to take responsibility for tackling the issues at various levels from government to the individual. It is essential that our young people engage with the key ideas they have been taught and have a clear understanding of the key concept of sustainable development and the role they can play as individuals. Students will explore together Climate Change and Plastic Pollution (as well as referring to deforestation and desertification covered earlier in Year 9 to set further context). This unit provides plenty of opportunities to encourage students to 'think

		like a geographer' and to be involved in debating topical issues. Students will also be undertaking an independent piece of research into a key environmental issue of their choice. As noted above, this unit provides many opportunities to pull together key ideas and concepts to address the issues raised here. It is hoped that this final scheme of work will allow students to understand the complexity of the world we live in and see the bigger picture.

KS3 Geography Vocabulary Overview – Tier 2 and Tier 3 Vocabulary mapped across the key stage

(The Tier 3 vocabulary is mainly identified in the knowledge organisers as glossaries and there are corresponding Quizlets for each for students to test themselves). ***This is a definitive list from which staff may draw – a shortened student version of KEY terms follows.***

Year 7 Tier 2 Vocabulary	Year 7 – Tier 3 Vocabulary – Subject Specific Words						
	Map Skills	***Settlement***	***Population***	***Weather & Climate***	***Rivers***	***Economic Activity***	***Russia***
Access Consumer Describe Distribution Economic Enquiry Environment Expansion Explain Export Features Hierarchy Hypothesis Hemisphere Label Infrastructure International Migration Physical Process Position National Resident Site Survey	Atlas Contours Latitude Longitude Relief Scale The Tropics	Central Business District Conurbation Dispersed Function Hamlet High-order settlement Land-use Linear Settlement Low-order Settlement Nucleated Settlement Settlement Hierarchy Settlement Situation Urban Urbanisation	Birth Rate Death Rate Densely Emigration Immigration Overpopulation Population density Population Distribution Refugee Sparsely Underpopulation	Air Mass Air pressure Anticyclone Atmosphere Beaufort Scale Climate Depression Frontal Stevenson Screen Temperate Temperature Thermometer Weather Wind Direction Wind Speed	Abrasion Attrition Condensation Confluence Deposition Drainage Basin Erosion Evaporation Hydraulic Action Infiltration Interception Mouth Precipitation Saltation Solution Source Surface Runoff Suspension Throughflow Traction Transport Transpiration Tributary Valley Watershed	Disposable Income Economy Employment Structure Goods Globalisation Primary Sector Quaternary Sector Secondary Sector Services Tertiary Sector	Continent Geopolitics Indigenous Permafrost Steppe Taiga Tundra

Year 8 Tier 2 Vocabulary	Year 8 – Tier 3 Vocabulary – Subject Specific Words				
	Extreme Weather	***World of Ice***	***Development***	***Global Resources***	***Africa***
Annotate Culture Discrimination Environment Ethnicity Federal Financial Infrastructure International Labour Landforms Local Region Sustainable Minorities National Orientation Process Resilience Resources Transport	Cyclone Flood Hazard Heatwave Hurricane Tornado Tropical Storm Typhoon	Expedition Glacial Glacier Glaciologist Ice Age Ice Core Ice Sheet Interglacial Quaternary Period Solar Output	Aid Bi-lateral Aid Development Development Gap Gender Inequality GNI Human Development Index NGO Poverty Quality of Life Sustainable Development United Nations	Crude Oil Finite Fossil Fuel Geothermal Hydroelectric National Grid Non-Renewable Nuclear Raw Materials Renewable Solar Power	Colonialism Independence Pastoralist Nomad Rural-Urban Migration Shanty Town Tourism

Year 9 Tier 2 Vocabulary	Year 9 – Tier 3 Vocabulary – Subject Specific Words					
	Ecosystems	***Middle East***	***Rainforest***	***Volcanoes***	***Coasts***	***Challenge of the Anthropocene***
Analyse Categories Concept Diversity Displacement Environment Exposure Evaluation Individual Justification / Justify Sustainable Development Process Structure System	Biodiversity Biome Biosphere Consumer Decomposer Ecosystems Producer Global Atmospheric Circulation Hydrosphere	Arid Desertification Conflict Ethnic Group Gulf Peninsula Overgrazing Semi-arid	Buttress Roots Canopy Commercial Farming Deforestation Drip Tips Ecotourism Emergent Layer Epiphytes Indigenous Lianas Parasites Plantation Prehensile Soil Erosion	Ash Core Composite Cone Continental Crust Continental Drift Convection Crater Crust Earthquake Lahar Lava Oceanic Crust Magma Magma Chamber Mantle Plate Tectonics Plate Boundary Pyroclastic Flow Secondary Cone Shield Volcano Subduction Tectonic Plate Vent Volcano Volcanic Bomb	Arch Backwash Bay Bar Beach Cliff Coast Concordant Constructive Wave Destructive Wave Discordant Estuary Fetch Headland Longshore Drift Mass Movement Swash Spit Wave-cut platform Weathering	Adaptation Anthropocene Atmosphere Carbon Footprint Climate Change Climate Cycle Dendrochronology Ecological Footprint Enhanced Greenhouse Effect Global Warming Greenhouse Effect Mitigation Overfishing Precipitation Solar Output

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STUDENT VOCABULARY LIST – KS3 GEOGRAPHY – Key Tier 2 and 3 Vocabulary

Year 7 Tier 2 Vocabulary	Year 7 – Tier 3 Vocabulary – Subject Specific Words						
	Map Skills	***Settlement***	***Population***	***Weather & Climate***	***Rivers***	***Economic Activity***	***Russia***
Describe	Atlas	Conurbation	Birth Rate	Air Mass	Abrasion	Disposable Income	Continent
Distribution	Contours	Dispersed	Death Rate	Air pressure	Attrition	Economy	Geopolitics
Economic	Latitude	Function	Densely	Anticyclone	Confluence	Employment	Indigenous
Enquiry	Longitude	Hamlet	Emigration	Atmosphere	Deposition	Structure	Permafrost
Explain	Relief	Land-use	Immigration	Climate	Drainage Basin	Goods	Steppe
Hypothesis	Scale	Settlement	Population density	Depression	Erosion	Globalisation	Taiga
Hemisphere		Nucleated	Population	Frontal	Hydraulic Action	Primary Sector	Tundra
Label		Settlement	Distribution	Temperate	Saltation	Quaternary Sector	
Migration		Hierarchy	Refugee	Temperature	Solution	Secondary Sector	
Physical		Situation	Sparsely	Thermometer	Suspension	Tertiary Sector	
Process		Urban		Weather	Traction		
National					Transport		
Site					Valley		
Survey							

Year 8 Tier 2 Vocabulary	Year 8 – Tier 3 Vocabulary – Subject Specific Words				
	Extreme Weather	***World of Ice***	***Development***	***Global Resources***	***Africa***
Annotate	Cyclone	Expedition	Aid	Crude Oil	Colonialism
Culture	Flood	Glacial	Bi-lateral Aid	Finite	Independence
Environment	Hazard	Glacier	Development	Fossil Fuel	Pastoralist
Ethnicity	Heatwave	Glaciologist	Development Gap	Geothermal	Nomad
Financial	Hurricane	Ice Age	Gender Inequality	Hydroelectric	Rural-Urban Migration
Infrastructure	Tornado	Ice Core	GNI	National Grid	Shanty Town

International Region Sustainable National Process Resources	Tropical Storm Typhoon	Ice Sheet Interglacial Quaternary Period Solar Output	Human Development Index Poverty Quality of Life Sustainable Development	Non-Renewable Nuclear Raw Materials Renewable	Tourism

Year 9 Tier 2 Vocabulary	**Year 9 – Tier 3 Vocabulary – Subject Specific Words**					
	Ecosystems	***Middle East***	***Rainforest***	***Volcanoes***	***Coasts***	***Challenge of the Anthropocene***
Analyse Categories Concept Diversity Environment Evaluation Individual Justification / Justify Sustainable Development Process Structure System	Biodiversity Biome Biosphere Consumer Decomposer Ecosystems Producer Global Atmospheric Circulation Hydrosphere	Arid Desertification Conflict Ethnic Group Gulf Peninsula Overgrazing Semi-arid	Buttress Roots Canopy Deforestation Drip Tips Ecotourism Emergent Layer Epiphytes Indigenous Lianas Parasites Soil Erosion	Ash Core Continental Drift Convection Crust Earthquake Lahar Lava Magma Mantle Plate Tectonics Plate Boundary Subduction Tectonic Plate Vent Volcano	Arch Backwash Bay Bar Beach Cliff Coast Constructive Wave Destructive Wave Estuary Fetch Headland Longshore Drift Mass Movement Swash Weathering	Adaptation Anthropocene Atmosphere Carbon Footprint Climate Change Climate Cycle Ecological Footprint Enhanced Greenhouse Effect Global Warming Greenhouse Effect

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KS3 Curriculum – Concept Map 2021-2022

Year 7

KEY CONCEPTS						
Map Skills	***Settlement***	***Population***	***Weather & Climate***	***Rivers***	***Economic Activity***	***Russia***
Place Space Scale	Human Processes Scale	Human Processes Scale	Physical Processes	Physical Processes Human Processes Systems	Human Processes Interdependence Globalisation	Place Human Processes Physical Processes Scale

Year 8

KEY CONCEPTS				
Extreme Weather	***World of Ice***	***Development***	***Global Resources***	***Africa***
Physical Processes Human Processes Environmental Impact Inequality	Physical Processes Systems Scale	Human Processes Interdependence Inequality	Sustainability Environmental Impact Globalisation Human Processes Physical Processes Sustainable Development	Place Physical Processes Human Processes Cultural Awareness Cultural Diversity Inequality Scale

Year 9

KEY CONCEPTS					
Ecosystems	***Middle East***	***Rainforest***	***Volcanoes***	***Coasts***	***Challenge of the Anthropocene***
Physical Processes Systems Scale	Place Inequality Human Processes Physical Processes	Sustainable Development Environmental Impact	Physical Processes	Physical Processes Human Processes Systems	Sustainability Environmental Impact Scale Risk Resilience Human Processes Physical Processes Systems Inequality

KS3 Curriculum – Skills Map 2021-2022

Year 7

KEY SKILLS						
Map Skills	***Settlement***	***Population***	***Weather & Climate***	***Rivers***	***Economic Activity***	***Russia***
OS Map Skills Isolines Latitude and Longitude	OS Maps Scale Describing Settlement layout and shape.	Line Graphs Choropleth Maps Population Pyramids	Isolines Synoptic Charts Satellite Photos Basic Central Tendency	OS Maps Cross-Sections Label Photographs	Line Graphs Pie Charts Divided bar charts	Atlas Maps Choropleth Maps Photographs

Year 8

KEY SKILLS				
Extreme Weather	***World of Ice***	***Development***	***Global Resources***	***Africa***
Satellite Photos	OS Maps Satellite Photos	Scattergraphs Choropleth Maps	Choropleth Maps Pie Charts Line Graphs Proportional Circles	Atlas Maps Choropleth Maps

Year 9

KEY SKILLS					
Ecosystems	***Middle East***	***Rainforest***	***Volcanoes***	***Coasts***	***Challenge of the Anthropocene***
Climate Graphs	Atlas Maps Choropleth Maps Climate Graphs	GIS Climate Graphs	GIS Dot Distribution Maps Annotating Photographs	Aerial Photographs OS Maps Drawing sketches from Photographs	Line Graphs Satellite Photos Aerial Photographs

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