

## What are the aims and intentions of this curriculum?

Students will explore the contrasting places and development aspects that can lead to inequalities between and within different regions. They will also delve into the use of choropleth maps to rank countries based on various criteria. Additionally, students will learn about physical processes such as rocks and soils, natural hazards, and distinctive landscapes. They will examine how these landscapes are formed, their characteristics, and the importance of managing them. This will help them become well-rounded geographers who understand their role as global citizens. Fieldwork and GIS will be used to further solidify their knowledge and skills. Overall, this will be a valuable part of their KS3 learning journey in Geography.

The overall content is aligned to the requirement of the KS3 National Curriculum.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	Fieldwork and GIS	<p>Students will develop an understanding of Fieldwork and its importance in Geography and the wider world. They will also study the importance of GIS and how it can be used at a local level by:</p> <ul style="list-style-type: none"> <li>Understanding field work and how it was used by doctor snow to find the source of the cholera outbreak.</li> <li>To understand the stages in fieldwork.</li> <li>To understand GIS and how it can be used to simplify information.</li> <li>To understand that fieldwork can be used in a variety of careers to test an hypothesis.</li> <li>Students will understand how to use GIS to keep people safe in their communities.</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting GIS data.</li> <li>Presenting data in different ways e.g. choropleth maps.</li> <li>Suggest reasons for selecting a specific type of data presentation.</li> <li>Explain the importance of fieldwork.</li> </ul>	<ul style="list-style-type: none"> <li>Group presentations</li> <li>Class debates</li> <li>Peer assessment</li> <li>In class assessment</li> </ul>
Autumn 1	Our Rocky Home	<p>Students will understand the characteristics and formation of igneous, metamorphic and sedimentary rocks. The location of these rocks in the UK, how dynamic rock cycles link to these developments by:</p> <ul style="list-style-type: none"> <li>What is a rock and the uses of rocks to differentiate between the three rock types?</li> <li>To understand the rock cycle how the continental drift resulted in Britain's location. To understand rock and relief around the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the geological history of the UK.</li> <li>Explain how different rock types are formed / where they are found.</li> <li>Develop extending writing skills using the PEEL method.</li> <li>Using maps identify the regions in the UK where specific rock types are dominant.</li> </ul>	<ul style="list-style-type: none"> <li>Home Work</li> <li>Class debates</li> <li>Peer assessment</li> <li>In class assessment</li> </ul>

		<ul style="list-style-type: none"> <li>• Key words: Weathering, Impermeable, Limestone, Infrastructure, Porous, Quarrying, Sedimentary.</li> <li>• Students will be able to identify the variety ways that rocks can be used in future careers e.g. mining, engineering.</li> <li>• Students will understand how rocks and soil improves quality of life.</li> </ul>		
Autumn 2	Using Earth's Resources	<p>Students will develop an understanding of the types of resources that are available for human use. They will appreciate how these resources are used to improve the quality of life for humans by:</p> <ul style="list-style-type: none"> <li>• Understanding what are natural resources and do we have enough?</li> <li>• Analysing the future of fossil fuels and the use of renewable energy in the UK.</li> <li>• Understanding living sustainably and using resources.</li> <li>• Key words: Renewable resources, nonrenewable resources, solar, wind, oil, fossil fuels, aquifer, water stress, water scarcity.</li> <li>• Students should be able to identify careers of the future resulting from living sustainably.</li> <li>• Students will develop and understanding of the importance of using earth's resources sustainably and safeguarding the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps to explain the distribution of resources.</li> <li>• Explain the importance of living sustainably.</li> <li>• Develop well-reasoned arguments to explain the importance of living sustainably.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Class debates</li> <li>• Peer assessment</li> <li>• In class assessment</li> </ul>
Spring 1	International Development	<p>Students will develop an understanding of development and how it varies across the world. They will also look at the numerous ways in which development is measured and reasons for uneven development by:</p> <ul style="list-style-type: none"> <li>• Understanding how the development gap grew?</li> <li>• Explaining how globalisation, and TNCs impact development.</li> <li>• Explain how development affected covid-19 and vaccine inequality. and how to escape poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• Locating places of high development and low development on a world map.</li> <li>• Using choropleth maps to identify levels of development within regions and across the world.</li> <li>• Understanding the negative impact the lack of development can have on the physical and mental wellbeing of individuals.</li> <li>• Using the PEEL structure to explain the reasons for varying development.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Class debates</li> <li>• Peer assessment</li> <li>• In class assessment</li> </ul>

		<ul style="list-style-type: none"> <li>• Key words: HDI, GDP, corruption perception, employment, TNC, globalization.</li> <li>• Students will be able to identify the careers that are associated with development.</li> <li>• Students will be able to appreciate the importance of education and healthcare in improving development.</li> </ul>		
Spring 2	Restless Earth	<p>Students will develop an understanding of tectonic hazards. They will study their formation and the impact on people by:</p> <ul style="list-style-type: none"> <li>• Understanding the structure of the earth.</li> <li>• Explaining how plate movement leads to natural disasters.</li> <li>• Differentiating between volcano, earthquakes and tsunami.</li> <li>• Explaining the impacts that these hazards have on people.</li> <li>• Key words: Earthquakes, volcanoes, tsunami, primary</li> <li>• Students will identify careers that are associated with tectonic hazards especially rescue and response.</li> <li>• Students will be appreciate the importance of aid to countries who have experienced tectonic hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify plate boundaries on a world map.</li> <li>• Differentiate between the severities of hazards found at different plate boundaries.</li> <li>• Discuss the impacts of tectonic hazards on people across the world.</li> <li>• Compare the impacts of hazards in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Class debates</li> <li>• Peer assessment</li> <li>• In class assessment</li> </ul>
Summer 1	Russia	<p>Students will develop a deeper understanding of the largest country on earth. They will study the different economic activities in Russia, and the different regions in Russia by:</p> <ul style="list-style-type: none"> <li>• Understanding The Russian people.</li> <li>• Analysing the impact of climate change on Russia</li> <li>• Understand the role Russia in the Arctic Ocean.</li> <li>• Key Words: Population, ethnic groups, physical features, GDP.</li> <li>• Students will develop an understanding of how different groups of people in Russia coexist.</li> </ul>	<ul style="list-style-type: none"> <li>• Locational knowledge. Students should be able to identify Russia.</li> <li>• Differentiate between European Russia and Asian Russia.</li> <li>• Explain the different countries, climates and biomes in Russia.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Class debates</li> <li>• Peer assessment</li> <li>• In class assessment</li> </ul>