







Key Stage 3 Curriculum Journey: Geography

Our pupils begin their learning journey by understanding that they are geographically blessed to live here in the north west of England. They will understand the physical and human processes that have shaped our country and be able to apply these concepts to places around the world. This will empower them to become truly global citizens with the critical thinking skills to understand complex global issues and the ability to articulate them using a wide range of geographical vocabulary. Ultimately, our pupils will have gained transferable skills and knowledge - cultural capital - to allow them to succeed in their next stage of life.

	Year 7 - Term 1	Year 7 - Term 2	Year 7 - Term 3
Topic			
	What is my Geography?	What are the Physical Landscapes of the North West?	Can we survive Planet Earth?
Key Knowledge, Skills & Understanding	This topic looks at what Geography means to our students. They will gain an understanding of what Geography is and why we study the subject. Students will gain a better understanding of their local area as well as the rest of the UK and out place in the world. This topic introduces a number of key geographical skills to students including grid references, carrying out data collection, presenting data, letter writing, use of statistics and many more skills a geographer requires. These skills are not only helpful throughout our whole geography curriculum, right through in the KS4 but they are also great life skills too.	In this topic students will study a variety of fluvial (rivers), coastal and glacial processes and features. We will focus on the features of the North West and how they have been formed. Students will have the opportunity to used skills they learnt in the first topic including report writing, grid references and fieldwork data handling. Many of the processes learnt about in this topic will help students to gain a deeper understanding of why our landscape looks the way that it does, looking at glacial features such as U-shaped valleys, features of our local rivers and even how our stunning coastline was formed.	This topic is of great interest to many of our students, with huge media interest in people like Greta Thunburg many of our students already have a real interest in saving our planet. We start off by looking at energy, both renewable and non-renewable. Students will look at the costs and benefits of many different ways to get the energy we need. They will look in to many emotive subjects such as fracking and wind farms. Moving through the topic we look at what else we need to survive, focusing on food and water. They will consider how varied access to this is around the world and what we can do it help solve some of the world's issues. Finally, we will look in to climate change, the causes, effects and impacts of one of our biggest threats on earth.
KS3 National Curriculum Links	The KS3 Geography national curriculum wants students to build on their knowledge of globes, maps and atlases, this is a great topic to allow students to gain these skills. The students will get many opportunities to look at a range of maps at many different scales from local to global. Another focus of the national curriculum is to extend their locational knowledge this topic allows students to do this on many scales	The KS3 national curriculum wants students to understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. This topic is perfect to show students these processes and to look at how humans' impact and use these landscapes.	The KS3 national curriculum wants students to understand the use of our natural resources. This topic allows them to explore what we need to survive and how varied the access to these resources are around the world. This topic also allows them to gain a deeper understanding of how human and physical processes interact to influence our environment.
MAPs	Students will complete a number of MAPs to help deepen their understanding of the topic. These will include examples of fieldwork and looking at regeneration projects.	In this topic students will show their understanding of geographical processes and features through their MAPs, using skills such as fieldwork data manipulation.	Students have the opportunity in this topic to show their understanding of development across the world as well as looking more specifically at the human and physical geography of Asia through their MAPs.




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	Year 8 - Term 1	Year 8 - Term 2	Year 8 - Term 3
Topic			
	What natural hazards does the Earth face?	Where Is the Geography in Crime and Conflict?	What are the challenges and opportunities facing Africa?
Key Knowledge, Skills & Understanding	This is a favourite topic of many students. We start off by looking what we mean by a hazard and where in the world we get different types of hazards. The topic itself looks at climatic (weather), tectonic earthquakes and volcanoes) and geomorphic (landslides) hazards across the world. The students get a chance to investigate the cause, effects and responses to a number of different hazards looking at specific case study examples that they may have even heard about in the news. Many students really enjoy this topic as they are able to develop a deeper understanding of our world and its destructive nature. One important skill our students will develop during this topic is the use of empathy and decision making.	The topic starts to consider how geography is related to crime and conflict. We look at how geography can impact both crime and conflict and how they may also impact our geography. Students will use skills already gained in pervious topic such as map skills to look at how we can map crime across an area, they will also look at how modern mapping techniques such as GIS may have helped to solve historic crimes such as the mystery of Jack the Ripper. Within the conflict lessons students will study how physical geography has led to conflicts and how it has impacted these conflicts. They will get a chance to consider how conflicts close to home, such as the troubles in Northern Ireland impacted our local geography.	Within this topic students will gain a much deeper understanding of the continent of Africa. The aim is to correct any common miss conceptions students may have, whilst also allowing them to gain a deeper understanding of why the continent is like it is. Students will not only study some of the beautiful physical features of the continent but also look at how the human geography has been impacted by things like colonisation. They will use their knowledge of development from year 7 to consider how varied Africa really is and look at conflict in Sudan to gain an understanding of how our world is still ever changing, and even a world map from 2010 is now out of date.
KS3 National Curriculum Links	The KS3 national curriculum expects students to understand physical geography relating to: plate tectonics; rocks, weathering and soils; weather and climate. This topic allows students to look at all of these whilst also looking at how human and physical processes interact.	The KS3 national curriculum wants students to understand how human and physical processes interact to influence, and change landscapes, environments. As well as use Geographical Information Systems (GIS) to view, analyse and interpret places and data. This topic gives students a great opportunity to do both.	The KS3 national curriculum wants students to extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa. This topic gives them the chance to really develop a deep understanding of the continent as a whole.
MAPs	This topic allows for a wide variety of MAPs where student can show their understanding of what hazards the world has, how amazing places like Iceland were created and what the impact of such hazards are on people.	Within this topic students will get a chance to show their understanding of crime varies between rural and urban areas as well as considering the impacts on conflict on the population and human geography of an area.	MAPs in this topic will use a variety of skills from previous topics studied. They will show their understanding of adaptations and their ability to interpret a range of maps and data.

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	Year 9 - Term 1	Year 9 - Term 2	Year 9 - Term 3
Topic			
	How do geographical process affect the landscape from the Mountains to the Sea.	How Equal is Development Across Asia?	What is the impact of our changing climate on our extreme environments?
Key Knowledge, Skills & Understanding	We start of this topic by looking at our planets 4.5-billion-year history. Students will learn about the different rock types that make up our planet and even how we get soil and what it is made of. From here we will then use this knowledge to gain a deeper understanding of our natural landscapes. In year 7 students started to understand the processes which created the fluvial (river) and coastal features of the North West, in this topic they will gain a much deeper understanding of these processes and how they all link together. We will study a range of different physical landscapes across the world from fold mountains to oxbow lakes. Within this topic students will use their decision-making skills to consider which areas are worth protecting from dangers such as flooding.	In this topic students will study this topic focussing on development across Asia. They will first gain a deeper understanding of what development means and how we measure such a difficult thing. The topic then looks at Asia as a whole, firstly looking at what the human and physical features of the continent are, before moving on to look at development. This topic is great to get students thinking about some really important issues such as gender inequality, poverty, TNC (Trans National Corporations) and urbanisation. As with all of the topics studied at KS3 this links with a number of areas studied in our Ks4 curriculum.	Moving towards the end of year 9 this final topic looks at weather and climate. We start by developing a deeper understanding of why we get the weather that we do, by exploring air masses and atmospheric circulation models. Students will then move on to study a range of different weather extremes including droughts and tornadoes. The topic then delves deeper in to how varied climate is around the world. Looking at a polar environment and a desert environment. We will consider the issues these climate face and look at some real-life examples of how they overcome these extreme conditions.
KS3 National Curriculum Links	The KS3 national curriculum wants students to understand geological timescales, rocks, weathering and soils, hydrology and coasts. Within this topic there will be the opportunity to study all of these and develop a much deeper understanding that may help if they decide to continue their studies in to KS4.	The KS3 national curriculum wants students to extend their locational knowledge of the world's countries to focus on Asia (including China and India). In addition, they want students to understand geographical similarities, differences and links between places through the study of human and physical geography This topic allows students to gain a deeper understanding of the continent and how human and physical geography have influenced it over time.	The KS3 national curriculum wants students to understand weather and climate, including the change in climate focusing on their environmental regions, including polar and hot deserts. This topic allows students to do this for both examples on as large scale.
MAPs	MAPs in this topic allow students to show their understanding of many skills, including their ability to read hydrographs and their understanding of the geographical processes.	Students will have the chance to show their understanding a range of different topics, including being able to consider if we should or should not use fossil fuels to produce energy and why it is important to reduce food miles.	Within this topic students will be able to use their MAPs to show their understanding of a range of topics from air masses to how people in different countries overcome their extreme conditions.