

# Geography curriculum map for Key Stage 3

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>Topic: What is Geography? Map skills.</b></p> <p>Key knowledge: Exploration of what makes Geography, what we study and how the world affects our lives. Essential skills needed to study geographical maps and sources. The ability to recognise different geographical features, to practice in the use of scale, grid references, recognising height on a map, OS symbols and compass points.</p> <p><b>Keywords:</b> Physical, human, environmental, scale, height, contour lines, spot height, grid references, compass points, symbol.</p> <p><b>Assessment:</b> Baseline entry test covering map skills and basic geography skills. Map skills assessment at the end of the unit.</p>	<p><b>Topic: Settlement</b></p> <p>Key knowledge: To understand what a settlement is and explore the make-up of the British Isles.</p> <p><b>Keywords:</b> Territory, colony, development, capital, government, hamlet, village, town, city, EQI, megacity, sustainability.</p> <p><b>Assessment:</b> Assessment: Mid unit check in and end of unit exam style assessment – to include testing from previous units.</p>	<p><b>Topic: Tectonics</b></p> <p>Key knowledge: An understanding of the structure of the earth, with explanation into how the tectonic plates move. The knowledge of what happens at each plate boundary and what hazards this might bring. The ability to compare and contrast case studies of tectonic hazards and give reasons for these similarities and differences.</p> <p><b>Keywords:</b> Mantle, crust, inner core, outer core, destructive, subduction, collision, constructive, convection, Richter scale, magnitude, social, economic, environmental.</p> <p><b>Assessment:</b> Mid unit check in and end of unit exam style assessment – to include testing from previous units.</p>	<p><b>Topic: Africa</b></p> <p>Key knowledge: To extend locational knowledge and deepen spatial awareness of Africa, focusing on environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Keywords:</b> River, conflict, famine, tourism, wildlife trade, mining, resources</p> <p><b>Assessment:</b> Assessment: Mid unit check in and end of unit exam style assessment – to include testing from previous units.</p>	<p><b>Topic: Africa</b></p> <p>Key knowledge: To extend locational knowledge and deepen spatial awareness of Africa, focusing on environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Keywords:</b> River, conflict, famine, tourism, wildlife trade, mining, resources</p> <p><b>Assessment:</b> Assessment: Mid unit check in and end of unit exam style assessment – to include testing from previous units.</p>	<p><b>Topic: Local environment study</b></p> <p>Key knowledge: A fieldwork unit based on the local environment at Lynn Grove Academy. The ability to collect fieldwork data from primary and secondary sources to investigate a key question / hypothesis. Using a variety of data presentation techniques (maps/graphs) and analysing, concluding and evaluating the overall findings.</p> <p><b>Keywords:</b> Primary, secondary, hypothesis, analysis, conclusion, evaluation.</p> <p><b>Assessment:</b> End of year test to include knowledge and skills from all units.</p>

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Topic: Rivers and flooding

Key knowledge: Explore the water cycle and it's impact on our supply of drinking water. Review of key river landforms, including waterfalls and meanders. Investigating river floods and how the effects differ between countries.

Keywords: Evaporation, condensation, precipitation, surface runoff, erosion, deposition, waterfall, meander, oxbow lake, permeable, relief, saturated.

Assessment: Mid unit check in and end of unit exam style assessment.

Topic: Coasts and flooding

Key knowledge: Explore the processes taking place along the coastline and how this influences changes at the coast. Review of key coastal landforms, including beaches. Investigating coastal floods and how the effects differ between countries.

Keywords: Erosion, deposition, constructive waves, destructive waves, cliffs, beach, sediment, spit, headland, bay, hard and soft engineering, storm surge.

Assessment: Mid unit check in and end of unit exam style assessment – to include testing from previous units.

Topic: Population change

Key knowledge: To understand how our global population has changed over time, how population is distributed around the world and reasons for both. To consider issues linked to population change and solutions.

Keywords: Demographic transition model, migration, push and pull factors, emigration, population pyramid, natural increase, natural decrease, infant mortality, child mortality, birth rate, death rate.

Assessment: Mid unit check in and end of unit exam style assessment – to include testing from previous units.

Topic: The Middle East

Key knowledge: To extend locational knowledge and deepen spatial awareness of the Middle East, focusing on environmental regions, key physical and human characteristics, countries and major cities.

Keywords: Hot deserts, terrain, conflict, urbanisation, resources.

Assessment: Mid unit check in and end of unit exam style assessment – to include testing from previous units.

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Topic: Tropical climates

Key knowledge: Exploration of rainforests, including their location, local people and culture, biodiversity and threats to these systems. Explaining the challenges we are facing in protecting these areas from human exploitation.

Keywords: tropical, atmosphere, habitats, ecosystems, rainforest, resource exploitation.

Assessment: End of year test to include knowledge and skills from all units.

<p>9</p>	<p><b>Topic: Economic development</b></p> <p>Key knowledge: Understanding why some countries are more developed than others. What does it mean to be developed? How can less developed countries improve the quality of life for their people? Identify and understand ways we can measure development for a country. Using development indicators to compare countries in order to understand levels of development.</p> <p>Keywords: Development indicators, quality of life, life expectancy, birth rate, death rate, literacy rate, LIC, HIC, NIC, MEDC, LEDC, GDP, Primary, Secondary, Tertiary, Quaternary sectors.</p> <p>Assessment: Mid unit check in and end of unit exam style assessment.</p>	<p><b>Topic: Asia</b></p> <p>Key knowledge: Explore the different cultures, physical features, development levels and other key features of Asia. The ability to make links between elements of physical and human geography.</p> <p>Keywords: Terrain, climate, development, culture, economy, HEP, politics, environment, deforestation, tsunami.</p> <p>Assessment: Mid unit check in and end of unit exam style assessment – to include testing from previous units.</p>	<p><b>Topic: Globalisation and global challenges</b></p> <p>Key knowledge: A study of large companies with a global influence. Considering how globalisation has led to global challenges and the potential solutions.</p> <p>Keywords: TNC, globalisation, sweatshops, influence, quality of life, exploitation, brand.</p> <p>Assessment: Mid unit check in and end of unit exam style assessment – to include testing from previous units.</p>	<p><b>Topic: Weather</b></p> <p>Key knowledge: To understand that the atmosphere operates as a global system, transferring heat and energy. To explore the distinctive UK climate.</p> <p>Keywords: global atmospheric circulation, gulf stream, altitude, continentality, pressure, latitude, marine</p> <p>Assessment: Mid unit check in and end of unit exam style assessment – to include testing from previous units.</p>	<p><b>Topic: Climate change</b></p> <p>Key knowledge: To understand that global climate was different in the past and continues to change due to natural causes. Global climate is now changing as a result of human activity.</p> <p>Keywords: solar activity, milankovitch cycles, carbon dioxide, methane, fossil fuels, quaternary period, geological timescales</p> <p>Assessment: Mid unit check in and end of unit exam style assessment – to include testing from previous units.</p>	<p><b>Topic: Weather hazards</b></p> <p>Key knowledge: To explore the causes of tropical cyclones and droughts as weather hazards. To compare tropical storms and droughts in named locations, with a focus on impacts and responses to these hazards and how these are linked to a country's development level.</p> <p>Keywords: tropical storm, drought, impact, responses</p> <p>Assessment: Assessment: End of year test to include knowledge and skills from all units.</p>
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