



## Geography KS3 curriculum map 2019-2020



Term	Year 7	Year 8	Year 9
1	<p><b>Brazil</b></p> <ul style="list-style-type: none"> <li>→ Rainforest locations (map skills, hydrographs)</li> <li>→ Population (numeracy, hydrographs, interpretation of diagrams)</li> <li>→ Biodiversity</li> <li>→ Deforestation - impact and sustainability</li> <li>→ Brazil in the news - deforestation and how Britain is linked to this process (BBC source analysis and investigation)</li> <li>→ CIAG link to careers in ecology, journalism and roles which require the skills developed in this unit</li> <li>→ Broadening horizons: looking at a range of media including broadsheet newspapers, documentaries and virtual tours of Brazil</li> <li>→ Assessment: Ecosystems (DF)</li> </ul>	<p><b>Rivers and flooding</b></p> <ul style="list-style-type: none"> <li>→ Water cycle</li> <li>→ Long and cross-river profiles</li> <li>→ Waterfalls and meanders</li> <li>→ Flooding and a case study on this</li> <li>→ CIAG link to careers in policy making, town planning and those that use the skills developed (e.g. interpretation, analysis)</li> <li>→ Broadening horizons: academic language, documentary clips</li> <li>→ Assessment: Rivers and flooding (P)</li> </ul>	<p><b>Population and development</b></p> <ul style="list-style-type: none"> <li>→ Distribution (world and UK)</li> <li>→ Changes and impact</li> <li>→ Dense and sparse</li> <li>→ Demographic transition model</li> <li>→ Population pyramids</li> <li>→ London case study</li> <li>→ CIAG link to associated careers and those which utilise the skills developed such as analysis and evaluation of statistics, data, graphs etc</li> <li>→ Broadening horizons: virtual travel through a range of countries looking at population and linking to cultural beliefs e.g. religion and social culture</li> <li>→ Assessment: Population and development (G)</li> </ul>
2	<p><b>Deserts</b></p> <ul style="list-style-type: none"> <li>→ Locations globally (map skills, interpreting diagrams)</li> <li>→ Adaptations</li> <li>→ Survival in the desert</li> <li>→ Teamwork/CIAG links - geography in action and careers in which this teamwork would be needed</li> </ul>	<p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>→ Importance to local areas as well as nationally (economically etc)</li> <li>→ Locations - UK and abroad</li> <li>→ Reasons behind tourism</li> <li>→ LIC/HIC differences</li> <li>→ CIAG link - Project work and teamwork skill development and careers in tourism</li> <li>→ Broadening horizons: virtual foreign travel and cultural awareness/differences</li> </ul>	<p><b>Rivers and coasts</b></p> <ul style="list-style-type: none"> <li>→ Water cycle</li> <li>→ Long and cross-river profiles</li> <li>→ Waterfalls and meanders</li> <li>→ Coasts and the importance and types of waves</li> <li>→ Transportation</li> <li>→ Deposition and erosion (case studies on each of these)</li> </ul>

	<ul style="list-style-type: none"> <li>→ Broadening horizons: study of foreign countries, documentaries, academic language</li> </ul>		<ul style="list-style-type: none"> <li>→ Interpreting maps and diagrams and extended writing skills</li> <li>→ CIAG link to careers in policy making, town planning and those that use the skills developed (e.g. interpretation, analysis)</li> <li>→ Broadening horizons: academic language, documentary clips, virtual travel</li> </ul>
3	<p><b>Tectonics</b></p> <ul style="list-style-type: none"> <li>→ Plate boundaries - locations and origins</li> <li>→ Causes of volcanoes and earthquakes (case study on each)</li> <li>→ Interpretation of graphs and diagram skills</li> <li>→ Extended writing</li> <li>→ CIAG link to careers which utilise these skills as well as specific careers in disaster management, volcanologists etc</li> <li>→ Broadening horizons: looking at foreign countries, journalism and articles from academics on the topic</li> <li>→ Assessment: Tectonics (P)</li> </ul>	<p><b>Weather and climate</b></p> <ul style="list-style-type: none"> <li>→ Weather and climate differences</li> <li>→ Types</li> <li>→ Changes to weather and climate</li> <li>→ Abnormal weathers</li> <li>→ Case studies</li> <li>→ CIAG link to careers in this area as well as those which utilise the skills developed (analysis and interpretation of data, graphs, diagrams etc)</li> <li>→ Broadening horizons: exposure to academic language and texts/media</li> <li>→ Assessment: Weather and Climate (G)</li> </ul>	<p><b>Africa - bridging the gap</b></p> <ul style="list-style-type: none"> <li>→</li> <li>→ Assessment: Africa (DF)</li> </ul>
4	<p><b>China</b></p> <ul style="list-style-type: none"> <li>→ Location and population (map skills, graph analysis and hydrographs)</li> <li>→ One child policy and the development of this in modern day China</li> <li>→ Geography in the news: China</li> <li>→ CIAG focus on geography - modern implications of population and population changes and global career roles around this topic</li> </ul>	<p><b>Cold environments</b></p> <ul style="list-style-type: none"> <li>→ Locations globally</li> <li>→ Adaptations</li> <li>→ Survival in cold environments</li> <li>→ CIAG focus on careers in conservation and management as well as many more, including those which value the teamwork skills developed in the team activities involved</li> <li>→ Broadening horizons: Virtual foreign travel to worldwide cold environments,</li> </ul>	<p><b>Africa project</b></p> <ul style="list-style-type: none"> <li>→ What is Africa and where is it/what is it made up of?</li> <li>→ Different countries within Africa and changes/differences between LICs and HICs</li> <li>→ Population/cultural differences</li> <li>→ Current issues and geography in the news on Africa</li> <li>→ CIAG link to careers which utilise these skills as well as specific careers</li> </ul>

	<ul style="list-style-type: none"> <li>→ Broadening horizons: use of broadsheet news stories, documentary clips</li> </ul>	<p>documentary clips, news stories and broadsheet journalism</p>	<ul style="list-style-type: none"> <li>→ Broadening horizons: looking at foreign countries, cultures and languages; journalism and articles from academics on the topic</li> </ul>
5	<p><b>Physical landscapes</b></p> <ul style="list-style-type: none"> <li>→ Coasts and the importance and types of waves</li> <li>→ Transportation</li> <li>→ Deposition and erosion (case studies on each of these)</li> <li>→ Interpreting maps and diagrams and extended writing skills</li> <li>→ CIAG link to careers in coastal management and other related roles utilising the skills used</li> <li>→ Broadening horizons: virtual travel and tourism to coastal town and regions</li> <li>→ Assessment: Coasts (G)</li> </ul>	<p><b>Climate change</b></p> <ul style="list-style-type: none"> <li>→ Definition</li> <li>→ Case studies</li> <li>→ Causes of climate change and ways to combat</li> <li>→ Political impact and consumer changes leading to business innovation</li> <li>→ National and international case studies</li> <li>→ Geography in the news - looking at global news stories on the topic</li> <li>→ CIAG focus on related careers</li> <li>→ Broadening horizons: pressure group speakers and debate, use of media both familiar and more academic</li> <li>→ Assessment: Climate Change (DF)</li> </ul>	<p><b>Issue evaluation - field work skills</b></p> <ul style="list-style-type: none"> <li>→ GCSE link to Paper 3 (preparation for those opted for Geography and stand alone, engaging study for those who have not)</li> <li>→ Fieldwork skills, data collection</li> <li>→ Trip</li> <li>→ Data analysis</li> <li>→ Extended writing</li> <li>→ CIAG focus on related careers which utilise skills developed</li> <li>→ Broadening horizons: trip opportunity (e.g. Carsington Water)</li> <li>→ Assessment: Paper 3 (P)</li> </ul>
6	<p><b>Microclimates</b></p> <ul style="list-style-type: none"> <li>→ What are microclimates and what impact do/can they have? Examples of microclimates</li> <li>→ Fieldwork study on Pingle microclimates</li> <li>→ Skills of fieldwork, use of technologies, data collection, numeracy and extended writing</li> <li>→ CIAG link to careers using data collection</li> <li>→ Broadening horizons: use of new technologies, use of academic language</li> </ul>	<p><b>Crime - a local study</b></p> <ul style="list-style-type: none"> <li>→ Study of the local area</li> <li>→ Looking at crime in our locality - types, causes and local variations</li> <li>→ Interpretation and analysis of data, diagrams, etc.</li> <li>→ Prevention</li> <li>→ Local news and recent developments (e.g. county lines PSHE/SMSC and safeguarding link)</li> <li>→ CIAG link to careers in crime prevention and analysis</li> </ul>	<p><b>United Kingdom</b></p> <ul style="list-style-type: none"> <li>→ Locations and variations</li> <li>→ differences between countries and reasons for these</li> <li>→ major cities</li> <li>→ population</li> <li>→ HS2</li> <li>→ Brexit and impact on the UK</li> <li>→ News articles/stories</li> <li>→ CIAG link to careers in policy making, data analysis, town planning, etc.</li> </ul>

		→ Broadening horizons: aspirational careers	→ Extending horizons: use of media both familiar and more academic
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