Sacred Heart High School

Key Stage 3 Curriculum

GEOGRAPHY

INTENT *(the unique contribution the subject makes to general education)*

The intent of the course is to encourage students to:

- Become well-rounded geographers who are confident in their knowledge of both human and physical processes.
- Develop their geographical skills and ability to utilise figures as evidence.
- Become critical thinkers with the ability to construct balanced and well evidenced arguments.
- Develop their ability to plan, conduct, present and analyse fieldwork data.
- Become intellectually confident and able to apply their knowledge and skills to new contexts and real-world examples.
- Become motivated and responsible citizens who are aware of and concerned for society.
- Develop their ability to see the big-picture and make synoptic links across the KS3 curriculum.

Geography as a subject develops:

- Strong locational knowledge.
- A secure understanding of space and place across scales.
- The ability to recognise the great differences in cultures, political systems, economies, landscapes and environments across local, national and international scales.
- An understanding of the complexity of our world through the rigorous study of interactions between physical, environmental and human processes.
- Intellectual confidence based on a student's ability to assess evidence and evaluate different viewpoints.
- A wider understanding of the world in which we live by understanding the events that shaped different regions and nations, along with an understanding of contemporary issues that will continue to shape places in the future.

- The ability to use geographical skills to analyse evidence from photographs, maps, graphs and additional sources.

THEMES (KNOWLEDGE & UNDERSTANDING)

- My Local Area – Local Area Problems & Fieldwork Skills
- Map Skills
- Weather and Climate
- Population
- Tectonic Hazards
- Economic Activity and Industry
- Coastal Landscapes
- Weather Hazards
- Global Development
- Settlements
- River Landscapes

SKILLS

- AO1 – Demonstrate knowledge of locations, places, processes, environments and different scales.
- AO2 – Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes.
- AO3 – Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
- AO4 – Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

See more overleaf

YEAR 7

My Local Area – Students will learn about the different types of geography and what a geographer is. Students will gain an understanding of problems in their local area, such as different types of pollution. Students will relate these problems to their own experiences and analyse maps at different scales, gaining an understanding of space and place. Students will develop their ability to collect, present and analyse fieldwork conducted int their local area.

Map Skills – Students will learn what a cartographer is and gain an understanding of the different types of maps used by geographers. Students will develop their ability to use maps at local, national and international scales. This involves developing students' map skills – including directions, latitude and longitude, 6-figure grid references, contour lines, scale and distance, and OS map symbols.

Weather and Climate – Students will gain an understanding of the difference between weather and climate. They will develop an understanding of the various physical and human processes that affect Britain's climate, in addition to conducting local area fieldwork on microclimates. Students will further develop their geographical skills by developing their ability to construct and analyse climate graphs. Here, students are introduced to the idea of climate change and the need for sustainable development.

Population – Students will gain a deeper understanding of space and place through their study of the various factors that affect population density, distribution and structure across local, national and international scales. This unit of work will develop student's knowledge and understanding of the wider world by studying the contemporary issues of overpopulation and migration using case studies.

YEAR 8

Tectonic Hazards - Students will develop their understanding of the difference between a natural hazard and a natural disaster. They will study the key physical processes that create geomorphological hazards – including earthquakes, volcanoes, and tsunamis. Students apply their learning to the case study of Montserrat and develop an awareness of the reasons why people choose to live near to volcanoes, and the various social, economic and environmental impacts of a volcanic eruption.

Economic Activity and Industry - Students will gain an understanding of different types of industry and how a country's level of development relates to its employment structure. Students are introduced to the Clark Fisher model and develop their geographical skills, specifically, their ability to use geographical theories and models as evidence and to analyse graphs. Students apply their knowledge and understanding to look at contemporary issues related to industry – overfishing and pollution. Here, students are introduced to the idea of sustainability and the need for sustainable development. Students are made aware of efforts made in Singapore to promote urban sustainability. This unit culminates with the task of designing their own eco-house.

Coastal Landscapes - Students will gain an understanding of the core physical processes that shape coastlines across various scales, focusing on the Holderness Coastline in the UK. Students will develop their geographical skills through analysis of OS maps, geological maps and aerial photographs, to support their extended writing with evidence. Students will develop their knowledge of the different approaches to managing coastal recession and flooding, and strengthen their ability to construct a balanced, well-evidence argument about managing coastlines amid the conflicting viewpoints of stakeholders.

Year 9

Weather Hazards - Building on their knowledge of weather and climate from Year 7 and of natural hazards in Year 8, students will develop their understanding of atmospheric hazards, with a focus on tropical cyclones. Students will study the core physical processes that create tropical cyclones and strengthen their geographical skills through the analysis of maps and various other sources. Students apply their knowledge and understanding to the case study of Hurricane Katrina, where they are encouraged to think critically about the preparation, protection and planning prior to this natural disaster. Here, students are encouraged to think about the impacts of climate change on tropical cyclones.

Global Development – Building on their knowledge of population from Year 7 and of economic activity and industry in Year 8, students are introduced to the idea of the development gap and gain a deep understanding to the varied historical, political, and environmental causes of it. Students are encouraged to further develop their geographical skills through the use of development indicators, atlases and world mapping. Misconceptions about development across the continent of Africa are addressed and our 'negativity instinct' is critically assessed through use of Hans Rosling's 'Factfulness'. Students gain an understanding of solutions that can be used to reduce the development gap and revisit the need for sustainable development.

Settlements – Students are introduced to the terms site and situation, which are used to assess why early settlers chose particular locations for their settlements. Students gain an understanding of urban land use models, such as the Burgess Model, which helps to explain how urban areas in high-income nations are structured. Students apply their knowledge of urban regeneration to a group project where they are tasked with designing a redevelopment scheme for Earls Court. As part of this task, students will complete virtual fieldwork and develop their geographical skills through the creation of an ArcGIS Story Map.

River Landscapes – This unit of work marks the beginning of the GCSE course. Students are introduced to core physical processes shaping river landscapes within the UK. Students also apply their knowledge of coastal management from Year 8 to the context of river landscapes, using the case studies of the River Tay and the 2004 Boscastle floods. Evaluating the best ways to protect settlements from flooding, whilst meeting the needs of various stakeholders. Towards the end of the unit, students have the opportunity to visit the River Pang in Reading, where they develop their geographical skills by conducting fieldwork. Pupils plan their data collection, collect their data on the fieldwork trip, and finally present, analyse and evaluate their findings back in the classroom.

ASSSESSMENT

Year 7

1. Traffic in Hammersmith
2. Local area letter
3. November examination (Local Area Fieldwork and Map Skills)
4. Map skills assessment
5. Weather and climate paragraph
6. Weather and climate assessment
7. Population assessment
8. Summer examination (all units assessed)

Year 8

1. Pangaea paragraph
2. November examination (Tectonic Hazards)
3. Montserrat assessment
4. Sustainable fishing leaflet
5. Industry and economic activity assessment
6. Coastal landscapes assessment
7. Summer examination (all units assessed)

Year 9

1. Hurricane Katrina letter
2. November examination (Global Development)
3. Settlements assessment
4. Earls Court redevelopment
5. River landscapes assessment
6. Summer examination (all units assessed)

STRETCH & CHALLENGE

Additional tasks, use of higher order thinking skills, applying processes to different contexts, including counter-arguments

ENRICHMENT OPPORTUNITIES

Y7 local area fieldwork, proposed Y8 Coasts fieldwork, Y9 virtual settlements fieldwork, geography library, ‘read, watch, do’ lists, sustainability club and the international society, COP26 climate conference