

Key Stage 3: Year 7

Overall Curriculum Goals

Studying Geography at KS3 will enable students to deepen their knowledge and understanding of powerful geographical knowledge, whilst enabling them to use a range of skills for them to be able to make sense of the world around them. Students will learn in depth about key geographical regions so that they are able to articulate how the world is changing and how places/regions are developing to become significant to life in the 21st century. Students will implicitly consider a range of questions whilst studying key knowledge and places:

- 1 - Why is the climate changing and what can we do about it?
- 2 - Why is the world so unfair and what can we do about it?
- 3 - How are we affecting the oceans and what can we do about it?
- 4 - Why are ecosystems important and why should we conserve them?
- 5 - Why is there so much conflict in the world and what can we do about it?
- 6 - How does water affect our lives?
- 7 - Are there too many people living on earth?
- 8 - Why are people vulnerable to natural hazards and what can we do about it?
- 9 - How are we connected to the rest of the world?

Key concepts are interwoven throughout the curriculum: adaptation, equilibrium, feedback, globalisation, human processes, inequality, interdependence, management, mitigation, physical processes, place, risk, sustainability, and systems.

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Becoming A Geographer Part 1 Progressing from locational knowledge of the continents to map skills in context linked to local, regional, and national maps. Use of GIS to investigate their local area.	Becoming A Geographer Part 1 Building on the local map work done in Half Term 1 to complete an investigation into a local housing issue. This will include studying representations of place in Oldham, linking the issue to population growth in Greater Manchester and considering the opportunities and challenges of building on greenfield and brownfield sites.	Becoming A Geographer Part 2 Students will learn a range of key content and concepts that will underpin their future learning on specific topics, giving them the foundational knowledge and understanding to be able to access the full geography curriculum. In HT3 this will include earth's spheres (atmosphere, biosphere, hydrosphere, lithosphere) and earth's cycles (water, carbon, rock).	Becoming A Geographer Part 2 Students will learn a range of key content and concepts that will underpin their future learning on specific topics, giving them the foundational knowledge and understanding to be able to access the full geography curriculum. In HT4 this will include earth's structure, geological timescales and completing local fieldwork.	The UK and Europe Students will complete a regional study focussing on the UK and its relationship with Europe. Specific content will include UK weather and climate, the impacts of climate change on the UK, river and coastal landscapes and the changing UK economy.	The UK and Europe Students will complete a regional study focussing on the UK and its relationship with Europe. Specific content will include UK weather and climate, the impacts of climate change on the UK, river and coastal landscapes and the changing UK economy.
Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	
How do map skills help me become a better geographer? How has Oldham changed over time? Would a new housing development help ease Oldham's housing crisis?	Place Interdependence Management Sustainability	How can we understand the earth through its different cycles?	Systems Equilibrium Feedback Interdependence Physical processes Human processes	What do I call my home country? What is unique about the UK's weather and climate? How do rivers and oceans shape the UK landscape?	Systems Equilibrium Feedback Management Sustainability Risk Physical processes
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
Job links: Transport planner Land surveyor Cartographer GIS officer Town planner	Job links: Transport planner Land surveyor Cartographer GIS officer Town planner	Job links: Sustainability consultant Disaster & emergency planner Climate change analyst Meteorologist Air pollution analyst Hydrologist	School-based fieldwork – how a geographer collects and observes data. Experiences of workplaces. Job links: Sustainability consultant Disaster & emergency planner	Job links: Cartographer Climate change analyst Meteorologist Hydrologist Nature conservation officer Coastal engineer	Coastal fieldwork Experience of workplaces. Job links: Cartographer Climate change analyst Meteorologist Hydrologist Nature conservation officer

			Climate change analyst Meteorologist Air pollution analyst Hydrologist		Coastal engineer
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Key Stage 3: Year 8

Overall Curriculum Goals

Studying Geography at KS3 will enable students to deepen their knowledge and understanding of powerful geographical knowledge, whilst enabling them to use a range of skills for them to be able to make sense of the world around them. Students will learn in depth about key geographical regions so that they are able to articulate how the world is changing and how places/regions are developing to become significant to life in the 21st century. Students will implicitly consider a range of questions whilst studying key knowledge and places:

- 1 - Why is the climate changing and what can we do about it?
- 2 - Why is the world so unfair and what can we do about it?
- 3 - How are we affecting the oceans and what can we do about it?
- 4 - Why are ecosystems important and why should we conserve them?
- 5 - Why is there so much conflict in the world and what can we do about it?
- 6 - How does water affect our lives?
- 7 - Are there too many people living on earth?
- 8 - Why are people vulnerable to natural hazards and what can we do about it?
- 9 - How are we connected to the rest of the world?

Key concepts are interwoven throughout the curriculum: adaptation, equilibrium, feedback, globalisation, human processes, inequality, interdependence, management, mitigation, physical processes, place, risk, sustainability, and systems.

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Africa</p> <p>A regional study of Africa, to include tectonics in the Rift Valley; rural to urban migration in Kenya; inter-regional migration; the development gap in an African context; an in-depth study of the physical and human geography of the savanna biome.</p> <p>Specific place detail: Great Rift Valley (East Africa), Mount Nyiragongo (D.R. Congo) Kenya, Nairobi, countries of the savanna biome.</p>	<p>Africa</p> <p>A regional study of Africa, to include tectonics in the Rift Valley; rural to urban migration in Kenya; inter-regional migration; the development gap in an African context; an in-depth study of the physical and human geography of the savanna biome.</p> <p>Specific place detail: Great Rift Valley (East Africa), Mount Nyiragongo (D.R. Congo) Kenya, Nairobi, countries of the savanna biome.</p>	<p>Asia</p> <p>A regional study of Asia, to include impacts of climate change; impacts/management of deforestation; population policies; glaciation in the Himalayas; an in-depth study of Borneo's physical and human geography.</p> <p>Specific place detail: Borneo, China, Kerala, Himalayas.</p>	<p>Asia</p> <p>A regional study of Asia, to include impacts of climate change; impacts/management of deforestation; population policies; glaciation in the Himalayas; an in-depth study of Borneo's physical and human geography.</p> <p>Specific place detail: Borneo, China, Kerala, Himalayas.</p>	<p>Russia and the Poles</p> <p>A regional study of the polar regions, to include evidence for climate change; life on the tundra; superpower tensions in the Arctic circle; Antarctic Treaty; foreign relations with Russia.</p> <p>Specific place detail: Arctic circle, Antarctica, Siberia, Russia.</p>	<p>Russia and the Poles</p> <p>A regional study of the polar regions, to include evidence for climate change; life on the tundra; superpower tensions in the Arctic circle; Antarctic Treaty; foreign relations with Russia; glaciation.</p> <p>Specific place detail: Arctic circle, Antarctica, Siberia, Russia.</p>
Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	
<p>How does tectonic activity shape East Africa?</p> <p>What causes migration within and out of Africa?</p> <p>How does the development gap impact Africa?</p> <p>How is life on the savanna dynamic?</p>	<p>Inequality</p> <p>Globalisation</p> <p>Interdependence</p> <p>Place</p> <p>Risk</p> <p>Physical processes</p> <p>Human processes</p>	<p>How is deforestation impacting Borneo in southeast Asia?</p> <p>What challenges has Asia's rapidly growing population created?</p> <p>What opportunities has Asia's rapid economic growth created?</p>	<p>Equilibrium</p> <p>Interdependence</p> <p>Place</p> <p>Management</p> <p>Sustainability</p> <p>Risk</p> <p>Mitigation</p>	<p>Why is the Arctic warming and what impacts could this have?</p> <p>What are the opportunities and challenges of life on the tundra?</p> <p>Why is Antarctica a unique continent?</p>	<p>Systems</p> <p>Feedback</p> <p>Globalisation</p> <p>Interdependence</p> <p>Place</p> <p>Sustainability</p> <p>Physical processes</p>

		How have glaciers shaped the Himalaya mountains?	Adaptation	Why do Russia's international relations matter so much?	Adaptation
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
Job links: Geologist Sustainability consultant Land surveyor Humanitarian worker Water conservation officer Charity fundraiser Refugee and asylum advisor Human rights officer	Job links: Geologist Sustainability consultant Land surveyor Humanitarian worker Water conservation officer Charity fundraiser Refugee and asylum advisor Human rights officer	Job links: Tourism officer Sustainability consultant GIS officer Environmental lawyer Remote sensing analyst Nature conservation officer Demographer	Job links: Tourism officer Sustainability consultant GIS officer Environmental lawyer Remote sensing analyst Nature conservation officer Demographer	Job links: Sustainability consultant Disaster & emergency planner Climate change analyst Nature conservation officer Civil Service	Job links: Sustainability consultant Disaster & emergency planner Climate change analyst Nature conservation officer Civil Service

Key Stage 3: Year 9

Overall Curriculum Goals					
<p>Studying Geography at KS3 will enable students to deepen their knowledge and understanding of powerful geographical knowledge, whilst enabling them to use a range of skills for them to be able to make sense of the world around them. Students will learn in depth about key geographical regions so that they are able to articulate how the world is changing and how places/regions are developing to become significant to life in the 21st century. Students will implicitly consider a range of questions whilst studying key knowledge and places:</p> <ol style="list-style-type: none"> 1 - Why is the climate changing and what can we do about it? 2 - Why is the world so unfair and what can we do about it? 3 - How are we affecting the oceans and what can we do about it? 4 - Why are ecosystems important and why should we conserve them? 5 - Why is there so much conflict in the world and what can we do about it? 6 - How does water affect our lives? 7 - Are there too many people living on earth? 8 - Why are people vulnerable to natural hazards and what can we do about it? 9 - How are we connected to the rest of the world? <p>Key concepts are interwoven throughout the curriculum: adaptation, equilibrium, feedback, globalisation, human processes, inequality, interdependence, management, mitigation, physical processes, place, risk, sustainability, and systems.</p>					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>The Middle East</p> <p>Students will conclude their regional studies by investigating the Middle East. This dynamic and important region will be studied through the following content: key physical and human geography; how Dubai has changed over time; migration within and from the Middle East; conflict in the Middle East.</p>	<p>The Middle East</p> <p>Students will conclude their regional studies by investigating the Middle East. This dynamic and important region will be studied through the following content: key physical and human geography; how Dubai has changed over time; migration within and from the Middle East; conflict in the Middle East.</p>	<p>Global Perspectives Part 1</p> <p>Having studied major world regions in Years 7 and 8, students will now focus on applying regional knowledge and key physical/human content to a range of contemporary global issues, including health, disease and pandemics; mitigating and adapting to climate change; water security; global border disputes.</p>	<p>Global Perspectives Part 1</p> <p>Having studied major world regions in Years 7 and 8, students will now focus on applying regional knowledge and key physical/human content to a range of contemporary global issues, including health, disease and pandemics; mitigating and adapting to climate change; water security; global border disputes.</p>	<p>Global Perspectives Part 2</p> <p>Having studied major world regions in Years 7 and 8, students will now focus on applying regional knowledge and key physical/human content to a range of contemporary global issues, including the global climate system; global trade; changing land use; tourism; space and place; sustainability; urban and rural deprivation.</p>	<p>Global Perspectives Part 2</p> <p>Having studied major world regions in Years 7 and 8, students will now focus on applying regional knowledge and key physical/human content to a range of contemporary global issues, including the global climate system; global trade; changing land use; tourism; space and place; sustainability; urban and rural deprivation.</p>

Specific place detail: Dubai (UAE), Syria, Israel-Palestine.	Specific place detail: Dubai (UAE), Syria, Israel-Palestine.	Specific place detail: the UK and US healthcare systems, the Maldives, the Himalayas, Cape Town (South Africa) and South Sudan.	Specific place detail: the UK and US healthcare systems, the Maldives, the Himalayas, Cape Town (South Africa) and South Sudan.		
Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	
Why is the Middle East a major world region? How has migration changed the demographics of the Middle East? What are the causes and impacts of conflict in the Middle East?	Inequality Globalisation Place Risk Human processes	How do diseases spread and how can we combat them? How can we mitigate and adapt to the impacts of climate change? Why are borders dangerous places?	Systems Equilibrium Inequality Globalisation Interdependence Place Management Sustainability Risk Physical processes Human processes Mitigation Adaptation	How does global atmospheric circulation drive global climate? Why is global trade so important to economic growth? How are places changing?	Systems Equilibrium Feedback Inequality Globalisation Interdependence Place Management Sustainability Human processes
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
Job links: Tourism officer Town planner Humanitarian worker Refugee and asylum advisor Human rights officer Water conservation officer	Job links: Tourism officer Town planner Humanitarian worker Refugee and asylum advisor Human rights officer Water conservation officer	KS4 Options Process – learning from career and labour market information. Linking curriculum learning to careers. Job links: Sustainability consultant Environmental lawyer Disaster & emergency planner Water conservation officer Human rights officer	Job links: Sustainability consultant Environmental lawyer Disaster & emergency planner Water conservation officer Human rights officer	Job links: Tourism office Transport planner Sustainability consultant Town planner Climate change analyst	Job links: Tourism office Transport planner Sustainability consultant Town planner Climate change analyst