

Key Stage 3: Year 7

Overall Curriculum Goals					
<p>By the end of KS3 students will be able to answer the following key geographical questions:</p> <p>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>					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Becoming A Geographer</p> <p>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.</p>	<p>Becoming A Geographer</p> <p>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.</p>	<p>UK/Europe</p> <p>A thematic study of UK and Europe, to include: causes and effects of climate change; coastal processes and landforms; river processes and landforms; tectonic processes in Iceland; Britain's relationship with Europe.</p> <p>Specific place detail: One European country for impacts of climate change (TBD) A UK river (TBD) Iceland</p>	<p>UK/Europe</p> <p>A thematic study of UK and Europe, to include: causes and effects of climate change; coastal processes and landforms; river processes and landforms; tectonic processes in Iceland; Britain's relationship with Europe.</p> <p>Specific place detail: One European country for impacts of climate change (TBD) A UK river (TBD) Iceland</p>	<p>Africa</p> <p>A thematic study of Africa, to include: causes and consequences of the development gap; physical characteristics of hot deserts and rainforests; rural-urban migration in Kenya; tectonic hazards.</p> <p>Specific place detail: West Africa (colonialization). Sahara Desert Congo Basin Kenya Rift Valley</p>	<p>Africa</p> <p>A thematic study of Africa, to include: causes and consequences of the development gap; physical characteristics of hot deserts and rainforests; rural-urban migration in Kenya; tectonic hazards.</p> <p>Specific place detail: West Africa (colonialization). Sahara Desert Congo Basin Kenya Rift Valley</p>
Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	
<p>An introductory unit based on key geographical skills which aims to provide all learners with a foundation for their future study of geography.</p>	<p>Location Representation Opportunities Challenges Map skills Conflict Decision-making Land use</p>	<p>Key geographical questions embedded: 1,3,4,6,8,9</p>	<p>Climate Greenhouse Industrialisation Erosion Transportation Deposition Landform Flooding Tectonic Brexit Political Identity</p>	<p>Key geographical questions embedded: 2,4,7,8</p>	<p>Development Colonialisation Poverty Desert Biome Adaptation Rainforest Migration Population Volcano</p>
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
<p>GIS as a link to geographical careers.</p>			<p>Coastal environments fieldtrip – processes, landforms studies.</p>		

Key Stage 3: Year 8

Overall Curriculum Goals					
<p>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>					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Asia</p> <p>A thematic study of Asia, to include: impacts of climate change; ocean plastics; coastal management; impacts/management of deforestation; flood management; population policies; living in an active zone.</p> <p>Specific place detail: The Maldives; Bangladesh; Borneo; Three Gorges Dam, China; Kerala, India; Japan</p>	<p>Asia</p> <p>A thematic study of Asia, to include: impacts of climate change; ocean plastics; coastal management; impacts/management of deforestation; flood management; population policies; living in an active zone.</p> <p>Specific place detail: The Maldives; Bangladesh; Borneo; Three Gorges Dam, China; Kerala, India; Japan</p>	<p>The Poles</p> <p>A thematic 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, Svalbard, Siberia, Russia.</p>	<p>The Poles</p> <p>A thematic 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, Svalbard, Siberia, Russia.</p>	<p>Middle East</p> <p>A thematic study of the Middle East, to include: development winners and losers; Israel/Palestine conflict; sovereignty for Kurdistan; population and resources; Syria's migration crisis.</p> <p>Specific place detail: Dubai; Israel/Palestine; Kurdistan; Turkey; Syria.</p>	<p>Middle East</p> <p>A thematic study of the Middle East, to include: development winners and losers; Israel/Palestine conflict; sovereignty for Kurdistan; population and resources; Syria's migration crisis.</p> <p>Specific place detail: Dubai; Israel/Palestine; Kurdistan; Turkey; Syria.</p>
Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	
<p>Key geographical questions embedded:</p> <p>1,3,6,7,8</p>	<p>Impacts Mitigation Adaptation Plastic Disposable Gyres Hard engineering Soft engineering Sustainability Displacement Population Birth rate Policy Demographic Cost-benefit Deforestation Management Sustainability</p>	<p>Key geographical questions embedded:</p> <p>1,4,5,9</p>	<p>Evidence Analysis Reliability Tundra Permafrost Conflict Territory Global commons Treaty Geopolitical Sustainability Glaciation</p>	<p>Key geographical questions embedded:</p> <p>2,5,7,9</p>	<p>Inequality Migrant workers Conflict Territory Identity Ethnicity Resources Sustainability Surplus Deficit Civil War Displacement Refugee</p>
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
Dunham Massey fieldtrip – woodland ecosystems, forest management studies.		Geography careers event before options.			

Key Stage 3: Year 9

Overall Curriculum Goals					
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?					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Global Perspectives A thematic study of contemporary global issues, to include: climate change mitigation and adaptation; sustainable development goals; sea level rise; desertification; borders and power; water scarcity; tropical storms; economic activity in the primary, secondary, tertiary and quaternary sectors; globalisation and the global economy. Specific place detail: Bangladesh, Sahara Desert, Ukraine, Russia, UK, Philippines.			Global Ecosystems Development of students' knowledge and understanding of major global ecosystems; small-scale UK ecosystem; characteristics of rainforests, causes/impacts/management of deforestation; characteristics of hot deserts, causes/impacts/management of desertification.		
Key Vocabulary/Concepts/Ideas			Key Vocabulary/Concepts/Ideas		
Key geographical questions embedded: 1,2,3,4,5,6,8,9		Mitigation Adaptation Sustainability Desertification Territory Scarcity Tropical Formation Climate Frequency Intensity Climate change Global warming	Ecosystems Small-scale UK ecosystem Tropical Rainforests Hot Deserts	Rainforests Climate Adaptation Deforestation Management Deserts Desertification	
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
Residential trip to York – sustainability, river defences, tourism studies.					