Key Stage 3 LTP

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| **Curriculum Intent** |
| A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.  Throughout the Key Stage 3 course, geographical skills are woven into the lessons. Pupils experience numerous opportunities to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. They also interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Skills are nurtured and developed so that pupils can communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  A mixed curriculum is provided, whilst ensuring that the required elements of the National Curriculum are covered, including:   * Developing pupils’ awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions. * Building an understanding of geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia Human and physical geography. * Explaining, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography and human geography. * Fostering understanding of how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.   There is significant overlap in the skills and content covered at Key Stage 3 Geography to enable pupils to build on, and develop these skills and knowledge if they go on to choose to study Geography at Key Stage 4. However, the skills and content covered at Key Stage 3 ensure that pupils develop skills that are essential in fostering good communication, and evaluating issues critically, regardless of whether they choose to pursue Geography at Key Stage 4. |

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| **Prior Learning Summary** |
| The Primary Geography curriculum centres around imbuing pupils with a basic understanding of the world, and the variety of places within it. Pupils develop awareness of a variety of environments, on a variety of scales, and begin to explore both the human and physical aspects of Geography. This includes developing a knowledge of: Continents, Countries and Oceans. This understanding can then be built on at Key Stage 3, with an emphasis on developing in-depth knowledge and confidence in using a range of skills that enable this knowledge to be gathered and consolidated. |

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| **Curriculum Structure – Year 7** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | A | A | A | A | A | A | B | B | B | B | B | B | C | C | C | C | C | C | D | D | D | D | D | D | E | E | E | E | E | E | F | F | F | F | F | F | F | F | |

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| **Curriculum Structure – Year 8** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit A – Unit Title** | |
| **Overview** | It’s Your Planet |
| **Aims** | Pupils summarise how the earth has changed and link these changes to the role of nature and humans. Pupils consider the Big Bang and its implications, the role of the Geological timescale, the key elements of Geography (Physical and Human) and the changing nature of the planet. |

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| **Unit B – Unit Title** | |
| **Overview** | Map Skills |
| **Aims** | Pupils develop an understanding of how they are connected - internationally, nationally and locally, and identify what maps and atlases show and the characteristics of every map. Pupils develop competency in a range of map skills, including: use of grid references, compass direction, scale, contours, symbols and the role of Ordnance Survey maps. |

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| **Unit C – Unit Title** | |
| **Overview** | Settlement |
| **Aims** | Pupils will be able to describe different characteristics of settlements, and identify different settlement patterns. They develop understanding of the different functions of towns and interpret models of settlement. They then apply this knowledge to describe and explain how settlements can change over time. |

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| **Unit D – Unit Title** | |
| **Overview** | Weather |
| **Aims** | Pupils develop an understanding of how weather affects people and how people adapt to it. The unit includes consideration of:  How we can observe weather and record weather conditions. The role of factors that influence the weather such as wind, and the implications for Britain’s weather. The importance of climate data and skills of interpreting this data to consider both high and low pressure weather systems. |

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| **Unit E – Unit Title** | |
| **Overview** | Africa |
| **Aims** | Pupils consider both the human and physical features of Africa. They learn how to compare and contrast Africa’s biomes and reach reasoned judgements on how to respond to the challenges posed by the physical and human features of Africa. |

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| **Unit F – Unit Title** | |
| **Overview** | River |
| **Aims** | Pupils develop an understanding of a range of river locations, river processes, landforms and their creation. They are provided with opportunities to critically consider the role of erosion and evaluate the effectiveness of a range of river management approaches. |

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| **Unit G – Unit Title** | |
| **Overview** | Coasts |
| **Aims** | Pupils develop an understanding of a range of coastal locations, coastal processes, coastal landforms and their creation. They are provided with opportunities to critically consider the role of erosion and evaluate the effectiveness of a range of coastal management approaches. |

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| **Unit H – Unit Title** | |
| **Overview** | Development and World Resources |
| **Aims** | Pupils develop an understanding of the distribution of the world’s natural resources, and consider how inequality in the sharing of the world’s resources can be linked to a country’s development. |

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| **Unit I – Unit Title** | |
| **Overview** | Sustainability and Resource Management |
| **Aims** | Pupils explore the role of global warming, consider its causes and impacts. They then consider sustainability and its aims. Sustainability is then explored through a range of case studies, enabling pupils to critically evaluate the success of places that have adopted sustainable approaches. |

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| **Unit J – Unit Title** | |
| **Overview** | Climate Zones |
| **Aims** | Pupils interpret global climate data. They are able to describe and explain key aspects of climate, with particular reference to the Horn of Africa and Russia. |

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| **Unit K – Unit Title** | |
| **Overview** | Volcanoes |
| **Aims** | Pupils develop an understanding of plate tectonics, the range of plate margins, type of volcanoes and their distribution. They develop skills to enable them to recall and describe the key features, advantages and disadvantages of danger zones. |

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| **Unit L – Unit Title** | |
| **Overview** | Earthquakes |
| **Aims** | Pupils develop an understanding of the cause of earthquakes and develop skills to enable them to describe their distribution. Pupils categorise the effects and responses to earthquakes, considering whether they are primary or secondary, social, environmental, economic or political. |