

KS3 Geography Curriculum

“Geography is the key to understanding our world.”



Space and Place	Physical Processes	Human Processes	Management	Sustainability
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Year 7	Our Place in the World What tools do we use to explore the world?	Going to Extremes How do we survive in extreme places?	The Almighty Dollar How does money connect places?	Sustainable Living What is sustainability? How can we achieve it?	Rivers and Flooding How do rivers shape the land and our lives? How do people and the land influence rivers?	
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Year 8	Restless Earth Why do earthquakes and volcanic eruptions happen? How do they affect people?		Whose Rainforest? Where are tropical rainforests? Why are they important? Who should decide their fate?		Changing Coasts How and why does the coast change? Why are coasts places of conflict?	
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Year 9	Divided World How can we compare countries? Why are only some wealthy?	Our Changing Climate How is climate changing? Why does climate change matter?	Food for Thought Is it possible to feed everyone sustainably?	Moving Stories Why and where do people migrate?	Our World, Our Future Our world is changing. what role will you play?	
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<p>How will you be assessed?</p> <ul style="list-style-type: none"> • Knowledge of places and environments at different scales, and connections between them. • Understanding of connections between places and environments, physical and human processes, and sustainable management. • Application of knowledge and understanding to interpret, analyse and evaluate geographical issues to make and justify decisions. • Geographical Skills, such as interpreting maps and photos, drawing and interpreting graphs, and relevant maths skills.
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KS3 Geography Curriculum Intent

By the end of KS3, a Chesterton Geography student will...	What new knowledge do students learn?			The Chesterton Geography curriculum goes beyond the National Curriculum (NC) by...
	Year 7	Year 8	Year 9	
<p>Have a thorough substantive locational knowledge of places and environments at a range of scales, and the connections between them.</p> <p>Be able to reason with their substantive knowledge to explain physical and human processes, interactions between them, and how and why they can be managed sustainably.</p> <p>Be able to apply their knowledge and reasoning to identify links between their lives and geographical issues, suggesting and justifying their future decisions.</p> <p>Be equipped with a knowledge base to build upon as they further explore their geographical curiosity.</p>	<p>Autumn</p> <p>Our Place in the World What tools do we use to explore the world?</p> <p>Going to Extremes How do we survive in extreme places?</p>	<p>Restless Earth Why do earthquakes and volcanic eruptions happen? How do they affect people?</p>	<p>Divided World How can we best compare countries? Why are only some countries wealthy?</p>	<p>Engaging students with connections between a wider range of scales. For example, students learn about the effects of global warming on a family from Kiribati in Going to Extremes (2), responses of the Heimaey fishing community to a volcanic eruption in Restless Earth (6), and evaluate their own relationship with geographical issues in Our World, Our Future (13). This means that students connect processes at global and local scales with individual people. Therefore, students apply their knowledge beyond the regional scales emphasised in the National Curriculum.</p> <p>Revisiting specific places in different contexts. For example, students learn about China in several topics: industrialisation in The Almighty Dollar (3); trade links in Whose Rainforest? (7); the importance of the Yangtze River in Rivers and Flooding (5); and contribution to global warming and its sustainable management in Our Changing Climate (10). This means that students' conceptions of places are recalled and enhanced over time. Therefore, students develop deeper senses of place than the 'spatial awareness' identified in the National Curriculum.</p> <p>Encouraging students to evaluate traditional knowledge. For example, students learn Mercator projections are just one possible representation of Earth in Our Place in the World (1), justify their own priorities for development in Divided World (9), and question standard diagrams of the greenhouse effect in Our Changing Climate (10). This means that students reflect on their outlook on the world. Therefore, students engage with models and theories more deeply than the 'competence in using' them suggested by the National Curriculum.</p>
	<p>Spring</p> <p>The Almighty Dollar How does money connect places?</p> <p>Sustainable Living What is sustainability? How can we achieve it?</p>	<p>Whose Rainforest? Where are tropical rainforests? Why are they important? Who should decide their fate?</p>	<p>Our Changing Climate How is climate changing? Why does it matter?</p> <p>Food For Thought Is it possible to feed everyone sustainably?</p>	
	<p>Summer</p> <p>Rivers and Flooding How do rivers shape the land and our lives? How do people and the land influence rivers?</p>	<p>Changing Coasts How and why does the coast change? Why are coasts places of conflict?</p>	<p>Moving Stories Why and where do people migrate?</p> <p>Our World, Our Future Our World is changing. What role will you play?</p>	
	<p>Overall Rationale</p> <p>This curriculum is knowledge-rich. Each scheme of learning is based on core knowledge. This knowledge is powerful to students by offering them new ways of thinking, helping them to describe and explain the world, and allowing them to impactfully engage in discussions about geographical issues. This is a spiral curriculum in that retrieval practice is embedded throughout, knowledge is recontextualised across topics, and explicit links are made between knowledge in different topics. This curriculum is geography-rich. Five geographical concepts thread through the curriculum, connecting knowledge learned in different topics: space and place, physical processes, human processes, management, and sustainability. Students also learn the procedural knowledge to apply a range of geographical skills across the curriculum, including during fieldwork.</p>	<p>Year 8 continues to extend students' substantive knowledge of places and environments. It also improves their understanding of physical and human processes and sustainable management as students continue to reason with their substantive knowledge to explain all of these.</p> <p>Spiral learning becomes clear in Year 8 as students revisit and recontextualise knowledge from Year 7. For example, physical processes from Rivers and Flooding (5) become relevant to Changing Coasts (8). Links between knowledge gained in Year 7 and new knowledge from Year 8 are also made explicit. For example, the locations of hot places and reasons for their high temperatures is knowledge gained in Going to Extremes (2). It is actively linked to new knowledge about the distribution and characteristics of tropical rainforests in Whose Rainforest (7). Geographical skills are reinforced by their ongoing application in lessons, homework, and skills booster activities.</p> <p>Students begin to benefit from the power of knowledge in Year 8. For example, Restless Earth (6) can transform students' conception of Earth from static to dynamic. Likewise, open questions in Whose Rainforest? (7) allow students to impactfully apply their knowledge and understanding in discussions about managing tropical rainforests.</p>	<p>Year 8 continues to extend students' substantive knowledge of places and environments. It also improves their understanding of physical and human processes and sustainable management as students continue to reason with their substantive knowledge to explain all of these.</p> <p>Year 9 students begin to apply their knowledge and understanding to more complex geographical issues. For example, Divided World (9) emphasises human processes that both enrich HICs and impoverish LICs. Our Changing Climate (10) encourages students to evaluate responsibility for global warming based on their knowledge of HIC and LIC economic characteristics. Moving Stories prompts students to link their knowledge of development and global warming to explain migration patterns and the experiences of migrants.</p> <p>In turn, students recognise and reflect on the relationship between geographical issues and their lifestyles. For example, Food For Thought (11) and Our World, Our Future (12) pose a range of open questions at the scale of individual people, allowing students to justify the current and future decisions made in their own lives. This is when the substantive knowledge, and reasoning of it, from earlier topics is most powerful.</p>	
<p>Sequencing Rationale</p> <p>Students arrive in Year 7 with varied experiences of Geography from primary school. Much of their often-limited geographical knowledge is tied to their cultural capital. So all students can access future learning, they experience an extended introduction to geography. In Our Place in the World (1), Going to Extremes (2), and The Almighty Dollar (3), students gain basic substantive knowledge of places and environments at a range of scales, and connections between them. Students begin to understand physical and human processes by reasoning with their substantive knowledge to explain them. Procedural knowledge required to apply geographical skills is first taught here.</p> <p>During Sustainable Living (4) and Rivers and Flooding (5), students extend their substantive knowledge and continue reasoning with it to give more thorough explanations of physical and human processes, the interactions between them, and how and why they should be managed sustainably.</p> <p>The knowledge acquired in Year 7 equips students with a base to further explore their geographical curiosity. This is fostered by including places and environments students have unlikely learned about before, which also builds their cultural capital.</p>	<p>Year 8 continues to extend students' substantive knowledge of places and environments. It also improves their understanding of physical and human processes and sustainable management as students continue to reason with their substantive knowledge to explain all of these.</p> <p>Spiral learning becomes clear in Year 8 as students revisit and recontextualise knowledge from Year 7. For example, physical processes from Rivers and Flooding (5) become relevant to Changing Coasts (8). Links between knowledge gained in Year 7 and new knowledge from Year 8 are also made explicit. For example, the locations of hot places and reasons for their high temperatures is knowledge gained in Going to Extremes (2). It is actively linked to new knowledge about the distribution and characteristics of tropical rainforests in Whose Rainforest (7). Geographical skills are reinforced by their ongoing application in lessons, homework, and skills booster activities.</p> <p>Students begin to benefit from the power of knowledge in Year 8. For example, Restless Earth (6) can transform students' conception of Earth from static to dynamic. Likewise, open questions in Whose Rainforest? (7) allow students to impactfully apply their knowledge and understanding in discussions about managing tropical rainforests.</p>	<p>Year 8 continues to extend students' substantive knowledge of places and environments. It also improves their understanding of physical and human processes and sustainable management as students continue to reason with their substantive knowledge to explain all of these.</p> <p>Year 9 students begin to apply their knowledge and understanding to more complex geographical issues. For example, Divided World (9) emphasises human processes that both enrich HICs and impoverish LICs. Our Changing Climate (10) encourages students to evaluate responsibility for global warming based on their knowledge of HIC and LIC economic characteristics. Moving Stories prompts students to link their knowledge of development and global warming to explain migration patterns and the experiences of migrants.</p> <p>In turn, students recognise and reflect on the relationship between geographical issues and their lifestyles. For example, Food For Thought (11) and Our World, Our Future (12) pose a range of open questions at the scale of individual people, allowing students to justify the current and future decisions made in their own lives. This is when the substantive knowledge, and reasoning of it, from earlier topics is most powerful.</p>		
<p>How does KS3 build on KS2?</p> <p>Students arrive in Year 7 with varied experiences of Geography from primary school. Many have not been meaningfully taught knowledge specified in the KS1 and KS2 Geography National Curricula. For example, the names and locations of continents, oceans, UK cities, and lines of latitude and longitude. In Our Place in the World (1), Going to Extremes (2), and The Almighty Dollar (3), students gain basic substantive knowledge of places and environments at a range of scales, and the connections between them. This equips students with a base to extend their knowledge, and reason with that knowledge to understand processes, beyond the KS2 National Curriculum. For example, in The Almighty Dollar (3), students do not just describe trade links – as suggested in the KS2 National Curriculum – but also evaluate their positive and negative effects on various economic actors.</p>	<p>Students arrive in Year 7 with varied experiences of Geography from primary school. Many have not been meaningfully taught knowledge specified in the KS1 and KS2 Geography National Curricula. For example, the names and locations of continents, oceans, UK cities, and lines of latitude and longitude. In Our Place in the World (1), Going to Extremes (2), and The Almighty Dollar (3), students gain basic substantive knowledge of places and environments at a range of scales, and the connections between them. This equips students with a base to extend their knowledge, and reason with that knowledge to understand processes, beyond the KS2 National Curriculum. For example, in The Almighty Dollar (3), students do not just describe trade links – as suggested in the KS2 National Curriculum – but also evaluate their positive and negative effects on various economic actors.</p>		<p>Students arrive in Year 7 with varied experiences of Geography from primary school. Many have not been meaningfully taught knowledge specified in the KS1 and KS2 Geography National Curricula. For example, the names and locations of continents, oceans, UK cities, and lines of latitude and longitude. In Our Place in the World (1), Going to Extremes (2), and The Almighty Dollar (3), students gain basic substantive knowledge of places and environments at a range of scales, and the connections between them. This equips students with a base to extend their knowledge, and reason with that knowledge to understand processes, beyond the KS2 National Curriculum. For example, in The Almighty Dollar (3), students do not just describe trade links – as suggested in the KS2 National Curriculum – but also evaluate their positive and negative effects on various economic actors.</p>	