

Overall KS3 Curriculum Intent

The study of Geography at KS3 offers students an invaluable opportunity to deepen their understanding of both physical and human geographic processes. This educational journey fosters the acquisition of specialized knowledge and cultivates a suite of skills necessary for students to adeptly navigate and interpret the world around them. Through an in-depth exploration of key geographical regions, students develop the ability to articulate both the similarities and differences between regions. Moreover, they are equipped to critically evaluate the significance of geographical issues within these regions by analysing evidence and applying knowledge acquired through structured lessons. Geographical literacy is rigorously practiced, enabling students to master the art of reading, writing, and thinking with the precision of a geographer. Our curriculum is intentionally designed to be deep, broad, and ambitious, ensuring that by the end of each academic year and at the culmination of each key stage, students are adept at making coherent connections across themes, topics, and ideas.

Each year at KS3 has a main overall theme that governs the context of the geography knowledge learnt. In year 7 the students are exposed to **local/national** geography, year 8 it is **regional/continental** geography and in year 9 it is **regional/global**. In year 7 students will learn the core foundations of geography (location, local places, skills and UK processes) in a local context. This focuses on the Oldham area and the places around the UK. In year 8, the students will start to look at regional areas (Africa, Asia and the Poles). In year 9, students conclude their final regional study (Middle East) then start to use what they have learnt in previous years and learn about issues that are affecting the world (disease, climate change etc). As you will see below, many core themes are revisited, but in a different geographical scale and context. This helps students with retrieval, but also to enable them to draw connections with similarities and differences across the world.

Key disciplinary knowledge such as: **adaptation, migration, globalisation, climate, inequality, interdependence, management, mitigation, geomorphology, natural disasters, economy, biodiversity, sustainability, conflict, map skills, and fieldwork** are intricately woven throughout the curriculum. This strategic integration allows these concepts to be revisited with increasing complexity and applied through diverse geographical lenses, enhancing both understanding and application in varied contexts.

Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	<p>Unit 1: Becoming A Geographer</p> <p>Progressing from locational knowledge of the continents, countries, seas and oceans to understanding why physical and human geography is important. Introduce map skills in context linked to local, regional, and national maps.</p>	<p>Unit 1: Becoming A Geographer</p> <p>Students will continue to develop their map skills and their local knowledge of Oldham. Maps will build in complexity; working up to 6 figure grid references, understanding scale, how altitude and relief are shown on maps.</p> <p>Specific place detail: Oldham</p>	<p>Unit 2: Becoming A Geographer</p> <p>Students will learn how to conduct a reliable and accurate investigation and will start a geographical investigation into the environmental quality of the school.</p> <p>Specific place detail: Oldham</p>	<p>Unit 2: Becoming a Geographer</p> <p>Students will complete a series of lessons learning about their local area – Oldham. Students look at the main human processes that have affected Oldham through time. Such as Urban sprawl (greenfield/brownfield), urbanisation, migration, regeneration and the housing crisis).</p>	<p>Unit 2: How is the UK shaped by physical and human processes?</p> <p>Students will learn a range of key concepts on a national level 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 HT5 this will include rivers, coasts and weather in the UK</p> <p>Specific Place detail: Dorset, Cumbria, Manchester</p>	<p>Unit 2: How is the UK shaped by physical and human processes? + local investigation</p> <p>Students will learn a range of key content and concepts on a national 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 HT6 this will include microclimates and a microclimate study of Oldham</p> <p>Specific place detail: Oldham</p>
Key vocabulary/ concepts/ideas students must master	<ul style="list-style-type: none"> How do I write like a geographer (BLT/BMT)? How do map skills help me navigate and understand the terrain? How can I interpret maps? <p>Country, Continent, seas, oceans, biome, compass directions, Grid references, national, regional, local.</p> <p><u>Location:</u> Continents, countries ocean, national. <u>Place:</u> Oldham <u>Process:</u> urbanisation, deforestation, natural increase <u>Skills:</u> locating and describing, GR, Compass</p>	<ul style="list-style-type: none"> How do map skills help me navigate and understand the terrain? How can I interpret maps? How are altitude and relief displayed on maps? <p>Contour lines, 6-figure grid references, scale, describing patterns on maps</p> <p><u>Location:</u> Europe, the UK, England <u>Place:</u> Oldham, school, Greater Manchester <u>Process:</u> urbanisation, natural increase, data collection (EQS) <u>Skills:</u> collecting, analysing and evaluating data, GR, scale, contours</p>	<ul style="list-style-type: none"> The steps involved in conducting a geographical enquiry. How can I conduct a reliable and accurate investigation? Types of sampling How can I improve my investigation for next time? What were my main fieldwork conclusions? <p>Scale, reliable, accurate, sampling, EQS Hypothesis, conclusion, evaluation, methodology</p> <p><u>Skills:</u> Collecting data, evaluating methods, improving accuracy and reliability for next time</p>	<ul style="list-style-type: none"> Why is Oldham here? Should houses be built in Oldham? Should regeneration happen in Oldham? What are the costs and benefits of building on brown field and green field? <p>Regeneration, rural-urban migration, urban sprawl, brownfield, greenfield</p> <p><u>Location:</u> Oldham and NW England <u>Place:</u> Oldham <u>Process:</u> urbanisation, migration natural increase, regeneration, urban sprawl <u>Skills:</u> describing graphs, describing location</p>	<ul style="list-style-type: none"> How do can rivers change over time? How are coastlines changing over time? What is the difference between weather and climate <p>headlands and bays, stacks and stumps, waterfalls, meanders, flooding, Primary, secondary, tertiary, quaternary,</p> <p><u>Location:</u> South Coast of England <u>Place:</u> Greater Manchester, Dorset, Cumbria <u>Process:</u> erosion, transportation, deposition, urbanisation, economic change, weather processes (rain and air masses) <u>Skills:</u> explaining a process, contours, compass directions, describing graphs</p>	<ul style="list-style-type: none"> Why is the weather in the UK so varied. Geographical enquiry: To what extent are microclimates found in Oldham? <p>Sunspots, volcanic eruptions, greenhouse gases, greenhouse effect, carbon dioxide, microclimates, heat islands</p> <p><u>Location:</u> England <u>Place:</u> Oldham, school <u>Process:</u> greenhouse effect, adaptation and mitigation <u>Skills:</u> GR, displaying and analysing data</p>

Knowledge revisited	<ul style="list-style-type: none"> Building on KS2 Geography skills (e.g. introduction to map skills), location knowledge of the worlds continents, oceans and major countries. Basic map skills taught at KS2 (4-figure grid references, compass etc) 	<ul style="list-style-type: none"> Map skills Locational knowledge How to make a fair investigation (build on from primary school) 	<ul style="list-style-type: none"> Links to map skills Links to impact on the earth (i.e. human/natural) Graph skills 	<ul style="list-style-type: none"> Map skills (contour lines and compass directions) Importance of physical and human geography Population change Migration 	<ul style="list-style-type: none"> Locational knowledge of the UK Migration Weather types from primary school Map skills (compass and contour lines) 	<ul style="list-style-type: none"> Weather and climate Oldham (local context) Climate/weather cycles Fieldwork (Oldham microclimates)
CEIAG Links/ Opportunities	Links to 2nd 3rd and 4th Gatsby Benchmark: Land surveyor Cartographer GIS officer	Links to 2nd 3rd and 4th Gatsby Benchmark: Land surveyor Cartographer GIS officer Water management Mountain rescue	Links to 2nd 3rd and 4th Gatsby Benchmark: Town planner Transport planner City councillor Land surveyor	Links to 2nd 3rd and 4th Gatsby Benchmark: Sustainability consultant Disaster & emergency planner Coastal engineer Town planner Careers talk DEFRA	Links to 2nd 3rd and 4th Gatsby Benchmark: Cartographer Land surveyor Economist Trader Hydrologist ECO club trip	Links to 2nd 3rd and 4th Gatsby Benchmark: Climate change analyst Meteorologist Air pollution analyst Climate change scientist Year 7 microclimate investigation
By the end of year 7:	Students will be able to: know the locations of the world's continents, ocean and major seas and countries, along with the importance of understanding key physical and human geography. They will understand all geographical skills necessary to interpret maps. They will be able to understand the fundamental human and physical processes affecting their local area (urbanisation, migration, population, poverty) and the UK (hydrological processes, UK economy, weather and climate). This is essential going forward as they will learn similar themes and concepts but in a different place (Africa, Asia, the Poles and the Middle East). Students will also know how to conduct an accurate and reliable fieldwork investigation and make recommendations for improving for next time. .					

KS3 -Year 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	<p>Unit 1: Do the challenges outweigh the opportunities in Africa?</p> <p>A continental study of Africa which focuses on specific regions and contexts. This will include misconceptions about the continent, plate tectonics in the East African Rift Valley; the 2002 and 2021 Nyiragongo eruptions.</p> <p>Specific place detail: Great Rift Valley (East Africa), Mount Nyiragongo (D.R. Congo)</p>	<p>Unit 1: Do the challenges outweigh the opportunities in Africa?</p> <p>Students will explore the causes and effects of rural to urban migration in Kenya along with continental migration from Africa to Europe.</p> <p>Specific place detail: Kenya, Nairobi,</p>	<p>Unit 1: Do the challenges outweigh the opportunities in Africa?</p> <p>A continental study of Africa which will continue to focus on specific regions and contexts. This will understanding how the African Savannah is changing; evaluation of the Great Green Wall; why there is a poverty gap in Africa and a brief study of Nigeria's economy.</p> <p>Specific place detail: Countries of the savanna biome, the Sahel and Nigeria.</p>	<p>Unit 2: To what extent is Asia changing?</p> <p>A continental study of Asia which will focus on specific regions and contexts. This will include: impacts/management of deforestation and an in-depth study of Borneo's physical and human geography.</p> <p>Specific place detail: Borneo,</p>	<p>Unit 2: To what extent is Asia changing?</p> <p>A regional study of Asia, impacts/management of population policies (China, India and Japan); how its economies have grown (China, India and Indonesia) and impacts of the Japanese 2011 tsunami.</p> <p>Specific place detail: China, India, Japan, Indonesia.</p>	<p>Unit 3: How are processes changing the earth's poles?</p> <p>A regional study of the polar regions, to include evidence for climate change, how challenging life can be in 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 students must master	<p>Topics:</p> <ul style="list-style-type: none"> How does tectonic activity shape East Africa? Which Nyiragongo eruption was the most impactful? What causes migration within and out of Africa? <p>Migration, plate boundaries, layers of the earth, density, eruption,</p> <p><u>Location:</u> Africa <u>Place:</u> East African Rift Valley, Nyiragongo, Kibera, The Sahel, <u>Process:</u> tectonic processes, migration, adaptations, management <u>Skills:</u> GR, Compass, scale.</p>	<p>Topics:</p> <ul style="list-style-type: none"> What are the causes and consequences of migration within and out of Africa? What are the advantages and disadvantages of migration from Africa to Europe? <p>rural, urban, push + pull factors, migration, urbanisation, rural-urban migration,</p> <p><u>Location:</u> Africa <u>Place:</u> Kenya <u>Process:</u> migration, adaptations, management, Great Green Wall, Lagos, <u>Skills:</u> locating and describing graphs</p>	<p>Topics:</p> <ul style="list-style-type: none"> How is life on the savannah survived? Will the Great Green Wall be successful? How are some countries rich and some poor? How does the development gap impact Africa? <p>Biome, adaptation, desertification, economy, response, management, climate</p> <p><u>Location:</u> Africa <u>Place:</u> The Sahel, Nigeria <u>Process:</u> migration, adaptations, management, Great Green Wall, Lagos, <u>Skills:</u> locating and describing graphs</p>	<p>Topics:</p> <ul style="list-style-type: none"> How is deforestation impacting Borneo in southeast Asia? How is deforestation being managed in Borneo? <p>Deforestation, palm oil, afforestation, eco-tourism, logging, selective logging, equator</p> <p><u>Location:</u> Asia <u>Place:</u> Borneo, China, Japan, Kerala <u>Process:</u> population management, deforestation, <u>Skills:</u> plotting and describing graphs, and describing rates of deforestation</p>	<p>Topics:</p> <ul style="list-style-type: none"> What challenges has Asia's rapidly growing population created? What opportunities has Asia's rapid economic growth created? <p>Economy, types of employment, one child policy, plus one plan, ageing population, fertility rate, birth rate, death rate.</p> <p><u>Location:</u> Asia <u>Place:</u> China, India, Indonesia, Japan <u>Process:</u> economic growth, plate tectonics, dependency ratio <u>Skills:</u> describing population change and distribution</p>	<p>Topics:</p> <ul style="list-style-type: none"> How has glaciation affected the earth's surface. What are the opportunities and challenges of life on the tundra? Why is Antarctica a unique continent? Why is the Arctic warming and what impacts could this have? <p>Abrasion, plucking, Albedo, thermal expansion, adaptation, climate change, Conflict, maritime, natural resources, economy</p> <p><u>Location:</u> Antarctica, The Arctic <u>Place:</u> Antarctica, Siberia, Lake District <u>Process:</u> Adaptation, albedo, erosion, weathering, transportation. <u>Skills:</u> GR and compass directions and scale</p>
Knowledge revisited	<ul style="list-style-type: none"> Migration Map skills (compass, GR, scale) Poverty Inequality Population 	<ul style="list-style-type: none"> Economy Climate Graph skills (climate graph) Population Poverty Mitigation 	<ul style="list-style-type: none"> Biodiversity Management Globalisation Importance of physical and human geography Graph skills (bar graph) 	<ul style="list-style-type: none"> Map skills (compass, choropleth) Local context: Oldham Climate change Globalisation Plate tectonics 	<ul style="list-style-type: none"> Features of the UK/Europe/Africa Climate/weather cycles Climate change Interdependence 	<ul style="list-style-type: none"> Climate change Links to other climates: Africa, Asia and Europe Conflict Hydrological processes.
CEIAG Links/ Opportunities	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Geologist Humanitarian worker Water conservation officer Charity fundraiser Refugee and asylum advisor Human rights officer Town planner Cartographer</p>	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Ecologist Economist Human rights activist Charity worker</p>	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Tourism officer Sustainability consultant Environmental lawyer Remote sensing analyst Nature conservation officer Demographer UN advisor</p>	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Tourism officer Sustainability consultant GIS officer Environmental lawyer Remote sensing analyst Nature conservation officer Demographer Careers talk Defra</p>	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Sustainability consultant Disaster & emergency planner Nature conservation officer Civil Service Eco club trip</p>	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Sustainability consultant Disaster & emergency planner Climate change analyst Nature conservation officer Civil Service</p>
By the end of year 8:	<p><u>Students will have:</u> learnt about 3 distinctive places (Africa, Asia and the Poles) and being able to explain the similar and different human and physical processes that change them. A lot of the these processes and concepts will built upon knowledge learnt in year 7 (migration, economies, population, map skills etc) but in a more complex way as it will be applied to a more thought provoking and challenging environment. Students will also be able to apply their new knowledge of process to these places (tectonic, adaptation, development, deforestation etc) to come to valid conclusions about each place. Students will be able to draw similarities and differences will be discussed between places and links between human and physical processes. They will also be able to use skills were more confidence and fluency.</p>					

KS3 – Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	<p>Unit 1: Why is the Middle East important?</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: How had conflict shaped the region both past and present and how have resources (oil and water) impacted the economies of the Middle East.</p> <p>Specific place detail: Riyadh, Syria, Israel-Palestine.</p>	<p>Unit 1: Why is the Middle East important?</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: they will assess the tectonics setting of the Middle East through evaluating the effects and impacts of the Syrian-Turkey Earthquake of 2023. They begin to investigate at how climate impacts life in the region.</p> <p>Specific place detail: Dubai (UAE), Syria, Israel-Palestine.</p>	<p>Unit 1: Why is the Middle East Important / Unit 2 Global Perspectives</p> <p>After concluding their Middle East climate studies, The students would have 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. The first of this half term will be diseases and human health.</p> <p>Specific place detail: the UK (Covid-19), Africa (AIDS, malaria), Haiti (Cholera)</p>	<p>Unit 2: Global Perspectives</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. This half term will focus of climate change: causes, effects and responses</p> <p>Specific place detail: the UK and US healthcare systems, the Maldives, the Himalayas, Cape Town (South Africa) and South Sudan.</p>	<p>Unit 2: Global Perspectives</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. This half term will conclude climate change and complete a geographical enquiry around the school grounds – the students will calculate the carbon content in trees to see how much of the school’s emissions is offset by them. We will then link this to a global scale to see how many trees we need to plant to offset emissions.</p>	<p>Unit 2: Global Perspectives</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. The students this half term will look a global weather and climate patters to understand how they influence biome location. The students will then conclude the year learning about the location, causes, effects and responses of tropical storms.</p>
Key vocabulary/ concepts/ideas students must master	<p>Topics:</p> <ul style="list-style-type: none"> Does conflict solve regional issues? What are the main causes of conflict? The Syrian refugee crisis Past and present Israel – Palestine conflict How is oil a blessing a curse to countries in the Middle East. <p>Inequality, Globalisation, population, dense, sparse, oil, economy</p> <p><u>Location:</u> Middle East <u>Place:</u> Dubai, Syria, Israel Palestine <u>Process:</u> Conflict, climate, water management <u>Skills:</u> GR and compass, proportional symbols map</p>	<p>Topics:</p> <ul style="list-style-type: none"> How is water managed in the Middle East? How do plate tectonics threaten the region? What were the impacts of the Syrian/Turkey Earthquake (evaluate) What were the responses to the earthquake <p>Desalination, Plate boundary, earthquake, effect, response, climate, religion, geopolitical tensions.</p> <p><u>Location:</u> Middle East <u>Place:</u> Dubai, Syria, Israel Palestine <u>Process:</u> plate tectonics, conflict <u>Skills:</u> climate graphs</p>	<p>Topics:</p> <ul style="list-style-type: none"> How do diseases spread through physical and human geography In relation to particular regions, what are the causes and effects of Cholera, Malaria, AIDS and COVID-19 <p>Desertification, Climate change, mitigation, adaptation, pandemic, healthcare, development, hard and soft engineering.</p> <p><u>Location:</u> countries and regions <u>Place:</u> USA, Maldives <u>Process:</u> health management, diseases and migration <u>Skills:</u> climate graphs and Plotting choropleth map</p>	<p>Topics:</p> <ul style="list-style-type: none"> What are the causes of climate change? What impact is it having on the planet (carbon footprint and food miles) How can we mitigate and adapt to the impacts of climate change? <p>mitigation, adaptation, carbon footprint, food miles</p> <p><u>Location:</u> countries and regions <u>Place:</u> South Africa, South Sudan <u>Process:</u> waste management, water insecurity <u>Skills:</u> comparing climate trends</p>	<p>Topics;</p> <ul style="list-style-type: none"> Geographical enquiry – carbon storage in trees on school site How much of the School’s carbon is offset by the trees in our grounds How can we improve the investigation for next time? (accuracy, reliability, sapling, methods) <p>Sampling, accuracy, reliability, methodology, conclusion, evaluation</p> <p><u>Location:</u> countries and regions <u>Place:</u> school <u>Process:</u> collecting data <u>Skills:</u> central tendency</p>	<p>Topics:</p> <ul style="list-style-type: none"> How do pressure changes influence global weather patterns and biomes? (GAC) Where are tropical storms located and their associated causes and effects? <p>Sustainability, GAC, climate, weather, biomes, independence, development, tourism, wind shear, coriolis force</p> <p><u>Location:</u> countries and regions <u>Place:</u> space <u>Process:</u> GAC. <u>Skills:</u> GR</p>
Knowledge revisited	<ul style="list-style-type: none"> Migration Population Economy Map skills (grid references and scale) 	<ul style="list-style-type: none"> Adaptation Climate graphs Map skills (relief) Globalisation Economy Plate tectonics Conflict Climate change 	<ul style="list-style-type: none"> Development Inequality Mitigation Migration 	<ul style="list-style-type: none"> Climate change Resource management biomes 	<ul style="list-style-type: none"> Economy Trade Climate Map skills (grid references) Biomes Globalisation 	<ul style="list-style-type: none"> The UK Climate Population growth Migration
CEIAG Links/ Opportunities	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Tourism officer Town planner Humanitarian worker Refugee and asylum advisor Human rights officer Water conservation officer</p>	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Tourism officer Town planner Humanitarian worker Refugee and asylum advisor Human rights officer Water conservation officer</p>	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Sustainability consultant Environmental lawyer Disaster & emergency planner Water conservation officer Human rights officer</p>	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Sustainability consultant Environmental lawyer Disaster & emergency planner Water conservation officer Human rights officer</p>	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Tourism office Transport planner Sustainability consultant Town planner Climate change analyst</p>	<p>Links to 2nd 3rd and 4th Gatsby Benchmark:</p> <p>Tourism office Transport planner Sustainability consultant Town planner Climate change analyst</p>
By the end of year 9	Students will be able to: articulate the human and physical processes that effect the last place study (the Middle East) and make accurate connections previous places taught in previous years. Students will begin to draw similarities and differences between global issues (plastic pollution, climate change, natural disasters, fast fashion, space, etc) and how they interrelate, cause one another and offer up solutions. Field work skills will be in an area outside local and comparisons made to local study.					