

Curriculum Information

Key Stage 3



Geography

" Shaping global citizens who will protect the environment and have empathy for the needs of others"

For yourself & for others

Curriculum Intent

In Geography, our intent is to promote a curiosity about the world and allow all students to formulate a holistic knowledge of the subject that builds key geographical skills in order to help them to reach advanced levels of geographical understanding.

The common principles that underpin everything we teach:

- The earth's climate is changing and this is having an increasingly significant effect on the physical and human world.
- Social and economic inequalities mean that people experience life in very different ways.

Key Stage 3 Geography

The aims of the Geography curriculum at Ashby School

To ensure that we introduce and develop the essential knowledge that allows our students to become educated global citizens by ensuring they are aware of real global issues and how the UKs and the world's population is affected in different ways.

- To ensure that we provide opportunities for the students of Ashby School to experience Geography outside of the taught environment.
- To ensure we build on the aims of the KS2 National Curriculum with a KS3, 4 and 5 curriculum that incorporates and develops all aims of the Geography National Curriculum. Specifically:
 - Developing a deep contextual knowledge of globally significant places and spaces.
 - Developing a sophisticated understanding of the processes that have led to the creation of the key physical and human features of the world.
 - Developing relevant Geographical skills that can be used to help students in their future careers and lives.
- To ensure that students have the opportunity to experience a 7-year Geography curriculum that is designed with common intent, aims and implementation strategies.

The importance of Geography in the school curriculum

As the Royal Geographical Society states

"There has never been a better or more important time to study geography"

"With the growing importance of issues such as climate change, migration, environmental degradation, spatial epidemiology and inequalities, geography is one of the most relevant courses you could choose to study. Geography courses are popular, demonstrated by strong completion rates and positive student feedback. Geographers are also highly employable and collectively receive competitive graduate salaries. Above all, geographers have potential to be well-informed global citizens, using their unique combinations of knowledge and skills to make a positive difference in the world."

Key Stage 3 Geography

YEAR 7

Unit name	Knowledge, skills and understanding
Skills for Geography	Our students will understand how to interpret data sources (Maps, graphs etc.) to spot trends, identify locations and describe patterns.
How is the earth's climate changing?	<p>Our Students will examine and evaluate the historical evidence of how the earth's climate has changed over millennia.</p> <p>Our students will learn and understand how climate change has historically affected the planet.</p> <p>Our students will examine the natural and human causes of climate change and begin to form opinions of their own.</p>
Why is Africa the least developed continent?	<p>Our students will examine the natural and human landscape and environments of Africa.</p> <p>Our students will understand what is meant by development and inequality by looking at the city of Lagos in Nigeria.</p> <p>Our students will use evidence from a range of sources to formulate opinions and hypotheses.</p>
How can rivers change lives?	<p>Our students will understand the natural processes that operate in rivers.</p> <p>Our students will understand that river flooding has the potential to affect countries in very different ways depending on the development.</p> <p>Our students will examine evidence to establish if there is a link between climate change and the impact of flooding.</p>
Why is Britain unique?	<p>Our students will examine the natural and human landscape and environments of Africa.</p> <p>Our students will establish how Britain has changed geographically.</p> <p>Our students will understand how Britain is able to adapt and respond to the impacts of climate change.</p>
What is happening beneath our feet?	<p>Our students will understand how the structure of the interior of the earth can cause earthquakes and volcanoes.</p> <p>Our students will be able link development to why some people live in areas at risk of tectonic hazards.</p>

Key Stage 3 Geography

YEAR 8

Unit name	Knowledge, skills and understanding
Why are some natural disasters so deadly?	Our students will be able to classify a range of natural hazards and be able to describe their key characteristics. Our students will be able to examine the impacts of some natural hazards and consider the role development plays in their impacts.
Why is the earth hot and cold?	Our students will be able to name and locate the hot and cold natural environments on earth. Our students will examine what causes some parts of the world to be warmer or colder than others.
How will climate change affect our planet?	Our students will build on their knowledge of climate change and use scientific evidence to consider different countries may be affected in different ways. Our students will consider the long-term responses of countries to climate change.
What is the problem with plastic?	Our students will look critically at how and why plastic was introduced and changed quality of life for many people. Our students will consider the short and long-term impacts of plastic on the natural world. Our students will critically evaluate evidence to formulate opinions on the future of plastic.
The Megacities of Asia	Our students will be able to locate and name the megacities of Asia whilst also considering the reasons behind their growth and location. Our students will use their knowledge of development to consider the future for the population of megacities and how they will be affected by climate change.
What is the Middle East?	Our students will examine the natural and human landscape and environments of the Middle East. Our students will consider the social, economic and environmental impacts the Middle East has had on the planet. Our students will consider the future of the Middle East as oil supplies dwindle and economies are forced to diversify.

Assessment in the Geography Curriculum

We will use **formative assessment regularly in our curriculum**. Examples include:

- Questioning and answering in lessons that include:
 - No hands
 - Follow up questions to challenge
 - Questions linked to key words
- Low stakes quizzes (see retrieval practice)
- Completion of exam style answers based on scaffolding whereby students are given the opportunity regularly to improve their work based on model answers provided by the teachers.
- Feedback will be:
 - Oral – based on teacher monitoring of written work continually throughout lessons
 - Written – based on summative assessments
 - Peer – based on peer assessment of written work
 - Self-feedback – based on self-assessment.
- Feedback will not be:
 - Flick and tick teacher assessment

Summative assessment takes place in addition to while school assessments at key points during units

Every lesson has a retrieval practice activity at the start of the lesson – we call this connecting learning. Some are centrally planned or are planned by teachers in response to mid or end of unit assessments.