



## Geography in Key Stage 3

Year 7			
Term	Topic	Content Learnt	High Performing Students will:
1	<b>Continents and global influences</b>	<ul style="list-style-type: none"><li>• North America</li><li>• South America</li><li>• Europe</li><li>• Asia</li><li>• Africa</li><li>• Oceania</li><li>• Antarctica</li><li>• The UN ( United Nations)</li><li>• European Union</li><li>• Brexit</li></ul>	<ul style="list-style-type: none"><li>• Read and research around global events</li><li>• Explain what you are learning about to friends and family</li><li>• Explain how key concepts are the same or different across different continents</li><li>• Watch the international daily news</li><li>• Read global affairs newspapers</li><li>• Research a specific country from each continent</li><li>• Research cultures and traditions that are dominant in other continents</li></ul>
2	<b>Fantastic Places</b>	<ul style="list-style-type: none"><li>• What constitutes a fantastic place to different people</li><li>• Dubai</li><li>• Las Vegas</li><li>• Machu Pichhu</li><li>• Grand Canyon and the Sky walk</li><li>• Death Valley</li><li>• Aurora Borealis</li><li>• Stone Henge</li><li>• Easter Island</li><li>• The Great Barrier Reef</li><li>• Bermuda Triangle</li></ul>	<ul style="list-style-type: none"><li>• Design a place that student considers to be fantastic</li><li>• Visit a local area that is considered fantastic by themselves/ families/ others</li><li>• Evaluate the positives and negatives of a fantastic place</li><li>• Research a fantastic place that is not covered in term time</li><li>• Write a diary entry for an experience the student has had in an area they consider to be fantastic</li><li>• Discuss with friends and family what they think is a fantastic place and contrast and compare views</li><li>• Teach friends and family about the content that they are being taught in school at home</li></ul>
3	<b>Tourism</b>	<ul style="list-style-type: none"><li>• Tourism and Geography</li><li>• Changes in Tourism</li><li>• Impacts of Tourism on people and the Planet</li><li>• Movie Tourism</li><li>• Urban Tourism</li></ul>	<ul style="list-style-type: none"><li>• Create a written piece of work explaining a tourist activity that the student has carried out, including locational information</li><li>• Evaluate the positives and negatives of a tourist activity that they have completed on the environment.</li><li>• Evaluate the positives and negatives of a tourist activity that they have completed on local residents.</li></ul>

		<ul style="list-style-type: none"> <li>• Rural Tourism</li> <li>• Conflicts of Tourism</li> <li>• Ecotourism</li> <li>• Alpine Tourism</li> <li>• Dark Tourism</li> <li>• Space Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Visit a local tourist destination and record what activities are occurring there</li> <li>• Design an area that would be good for tourists to visit, explaining why this is the case</li> <li>• Research tourist hotspots across the globe, covering all the continents</li> <li>• Discuss with others/ create a written piece about how the student believes tourism will change in the future.</li> </ul>
<b>4</b>	<b>Development</b>	<ul style="list-style-type: none"> <li>• Development indicators and measures</li> <li>• Influence of development globally</li> <li>• The 80-20 divide</li> <li>• Poverty</li> <li>• Hunger</li> <li>• Disease</li> <li>• Life expectancy</li> <li>• Demographic transition</li> <li>• Aid</li> <li>• Gender Inequalities</li> <li>• NGO's</li> </ul>	<ul style="list-style-type: none"> <li>• Read and research around global events</li> <li>• Explain what you are learning about to friends and family</li> <li>• Watch the international daily news</li> <li>• Read global affairs news papers</li> <li>• Research an area that is highly developed and an area that is less developed. Compare and contrast them</li> <li>• Map the areas of high development against areas that are less developed. Describe any patterns or trends you find, trying to offer reasons behind why that may be the case</li> </ul>
<b>5</b>	<b>Home Region</b>	<ul style="list-style-type: none"> <li>• The British Isles</li> <li>• Indigenous wildlife and vegetation</li> <li>• Home Region</li> <li>• Geology of the area</li> <li>• Local level tourism</li> <li>• OS maps</li> </ul>	<ul style="list-style-type: none"> <li>• Visit different locations around the local area</li> <li>• Keep a diary of areas the student visits throughout the term</li> <li>• Compare and contrast the students local area to another area of the British Isles</li> <li>• Research a town/ area of the British Isles with different Geology to our home region</li> <li>• Plan a journey using an OS map</li> <li>• Create your own map for your local area using map and symbol skills</li> </ul>
<b>6</b>	<b>Weather</b>	<ul style="list-style-type: none"> <li>• The water Cycle and Precipitation</li> <li>• Microclimates</li> <li>• British weather patterns</li> <li>• Air pressure systems</li> <li>• Anti-cyclones and Depressions</li> <li>• Cloud formations/ types</li> <li>• Understanding forecasts</li> </ul>	<ul style="list-style-type: none"> <li>• Create and keep a weather diary over the course of the term, adding further information about the processes behind each days weather as it is learnt</li> <li>• Discuss the weather with family members/carers/ friends etc.</li> <li>• Teach/explain what the weather is doing on different days to another person</li> <li>• Link processes of weather back to the Continents/ Fantastic places/ tourism content from previous terms to further understand our continents and their environments.</li> <li>• Keep a weather diary of an area that contrasts our local weather patterns. Explain why the weather is different to our local area using knowledge of processes throughout the term</li> </ul>



<b>Year 8</b>			
<b>Term</b>	<b>Topic</b>	<b>Content Learnt</b>	<b>High Performing Students will:</b>
<b>1</b>	<b>Globalisation</b>	<ul style="list-style-type: none"> <li>• TNC's</li> <li>• Producers and consumers</li> <li>• Child labour</li> <li>• Sweatshops</li> <li>• Global transportation</li> <li>• Global resources</li> <li>• Global communications</li> <li>• Globalisation</li> <li>• Food Miles</li> <li>• Fair trade</li> <li>• Food Miles</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/ research around global events</li> <li>• Explain what you are learning about to friends and family</li> <li>• Watch the international daily news</li> <li>• Read global affairs newspapers</li> <li>• Keep a diary of how many global communication systems are used within the household over a week</li> <li>• Keep a diary of your food miles over the course of a week</li> </ul>
<b>2</b>	<b>Development and population – China</b>	<ul style="list-style-type: none"> <li>• Country knowledge- Culture, location</li> <li>• Population – Statistics and density</li> <li>• Urban- rural migration</li> <li>• China's population – overpopulation, causes, effects</li> <li>• One Child Policy – long-term effects</li> <li>• Pollution levels- causes and effects</li> <li>• Shift from communism- Tiananmen Square</li> <li>• Superpowers</li> <li>• Hydroelectric leaders- Three Gorges Dam</li> </ul>	<ul style="list-style-type: none"> <li>• Teach friends and family about the content that you are being taught in school at home</li> <li>• Create an information file about China</li> <li>• Research current events going on in China</li> <li>• Plan a tourist holiday week in China</li> <li>• Research the population statistics for China</li> <li>• Compare and contrast China to the UK- similarities and differences</li> </ul>
<b>3</b>	<b>Development and population- India</b>	<ul style="list-style-type: none"> <li>• Population- density and statistics</li> <li>• Country knowledge- Culture, location</li> <li>• Country inequalities</li> <li>• Rapidly growing cities- Bangalore</li> <li>• Informal housing – Dharavi</li> <li>• Monsoons- causes, effects, impacts</li> <li>• Climate differences- Cherapunjii</li> <li>• Animal sanctuary/ conservation – Tiger Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• Teach friends and family about the content that you are being taught in school at home</li> <li>• Create an information file about India</li> <li>• Research current events going on in India</li> <li>• Plan a tourist holiday week in India</li> <li>• Research the population statistics for India</li> <li>• Compare and contrast India to the UK- similarities and differences</li> </ul>

4	Geology and GIS	<ul style="list-style-type: none"> <li>• GIS- overview, overlay mapping,</li> <li>• Geological timeframe of the Earth</li> <li>• The three main rock types</li> <li>• The rock cycle</li> <li>• Fossils</li> <li>• Extinctions</li> <li>• Ice ages</li> <li>• Geologically unique areas- Coober Pedy, Uluru, The Copper Circle, Giants Causeway</li> </ul>	<ul style="list-style-type: none"> <li>• Teach friends and family about the content that they are being taught in school at home</li> <li>• Research a particular geological time period- conditions, life forms etc.</li> <li>• Research an animal or plant that has become extinct including the cause of extinction</li> <li>• Research the most recent ice age</li> <li>• Research another geologically unique area</li> </ul>
5	Rivers	<ul style="list-style-type: none"> <li>• Courses- Characteristics, formations</li> <li>• Processes- Transportations and erosions</li> <li>• Management</li> <li>• Human interaction</li> <li>• Flooding- Boscastle</li> <li>• Hydroelectric power</li> <li>• Defences</li> <li>• Hydrographs</li> </ul>	<ul style="list-style-type: none"> <li>• Visit different locations around the local area that have rivers</li> <li>• Carry out field sketches of river areas</li> <li>• Research an area with a large river outside of the UK</li> <li>• Research a town/ area that is powered by hydroelectric power</li> <li>• Map the path of a river from source to mouth</li> </ul>
6	Coasts	<ul style="list-style-type: none"> <li>• Erosion and Weathering</li> <li>• Coastal Landforms</li> <li>• Waves and Longshore Drift</li> <li>• Management</li> <li>• Newhaven and Seaford case study</li> <li>• Oil pollution – Excel Veldez</li> <li>• Falling towns – Hemsby</li> <li>• Holderness coastline case study</li> </ul>	<ul style="list-style-type: none"> <li>• Visit different locations around the local area that are coastal</li> <li>• Carry out field sketches of coastal areas</li> <li>• Research an area with a large coastline outside of the UK</li> <li>• Research a town/ area that is powered by hydroelectric power</li> <li>• Research a town/ are that is at extreme risk of coastal erosion</li> <li>• Compare and contrast an area that is defended versus an area that has no coastal defences</li> </ul>

<b>Year 9</b>			
<b>Term</b>	<b>Topic</b>	<b>Content Learnt</b>	<b>High Performing Students will:</b>
<b>1</b>	<b>Tectonics</b>	<ul style="list-style-type: none"> <li>• Natural Disasters</li> <li>• Plate Tectonics</li> <li>• Earthquakes</li> <li>• Kobe EQ, Japan</li> <li>• Volcanoes</li> <li>• Montserrat Volcano</li> <li>• Pompeii</li> <li>• Tsunami</li> <li>• Tohoko Tsunami</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/ research around global hazard events</li> <li>• Explain what you are learning about to friends and family</li> <li>• Watch the international daily news</li> <li>• Read geographical journals (e.g. National Geographic)</li> </ul>
<b>2</b>	<b>Extreme weather</b>	<ul style="list-style-type: none"> <li>• Hurricanes</li> <li>• Hurricane Sandy</li> <li>• Hurricane Katrina</li> <li>• Typhoon Haiyan</li> <li>• Flooding</li> <li>• Boscastle Flooding</li> <li>• Wildfires</li> <li>• Tornadoes</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/ research around global weather events</li> <li>• Discuss with family members what weather hazards have impacted their lives (e.g. 1987 October storm)</li> <li>• Watch the international daily news</li> <li>• Read geographical journals (e.g. National Geographic)</li> </ul>
<b>3</b>	<b>Energy and global warming</b>	<ul style="list-style-type: none"> <li>• Types of Energy</li> <li>• Non-renewable Energy</li> <li>• Global Warming</li> <li>• Climate Change</li> <li>• Pollution</li> <li>• Renewable Energy</li> <li>• Energy Mix</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/ research around global events (e.g. oil spills)</li> <li>• Explain what you are learning about to friends and family</li> <li>• Read global affairs newspapers (e.g. Paris climate accord)</li> <li>• Keep a log of types of energy efficient items used in everyday life (light bulbs, hybrid cars)</li> </ul>
<b>4</b>	<b>Ecosystems and Climate</b>	<ul style="list-style-type: none"> <li>• Intro to ecosystems</li> <li>• Distribution of world ecosystem</li> <li>• Tropical Rainforests</li> <li>• Impacts &amp; Managing</li> <li>• Polar Regions</li> </ul>	<ul style="list-style-type: none"> <li>• Teach friends and family about the content that they are being taught in school at home</li> <li>• Research a particular ecosystem.</li> <li>• Research an animal or plant that is recently become extinct or is endangered.</li> </ul>

		<ul style="list-style-type: none"> <li>• Impacts and managing</li> <li>• Svalbard</li> <li>• Taiga (Pine forests)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch Nature documentary (e.g. David Attenborough)</li> <li>• Note/sketch plants and animals on a Nature walk (e.g. Ashdown forest)</li> </ul>
<b>5</b>	<b>Regeneration</b>	<ul style="list-style-type: none"> <li>• Need for regeneration</li> <li>• Urban Regeneration</li> <li>• Olympics as method of regeneration</li> <li>• Sustainable regeneration</li> <li>• Rural regeneration</li> <li>• Cornwall</li> <li>• NIMBYism</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/ research around national events</li> <li>• Explain what you are learning about to friends and family</li> <li>• Watch the national daily news</li> <li>• Research 2012 London Olympics and its "Legacy"</li> </ul>
<b>6</b>	<b>Superpowers</b>	<ul style="list-style-type: none"> <li>• What are superpowers</li> <li>• Historic superpowers</li> <li>• Geopolitics</li> <li>• Globalisation</li> <li>• China</li> <li>• Switched on &amp; off</li> <li>• The Sahel</li> <li>• Russia</li> <li>• USA</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/ research around global events</li> <li>• Explain what you are learning about to friends and family</li> <li>• Watch the international daily news</li> <li>• Read global affairs news papers</li> <li>• Especially about Global politics and warfare.</li> <li>• Be aware of alliances and allegiances e.g. NATO</li> </ul>