

### KS3 Geography at St Joseph's College

Curriculum overview and intent: *The curriculum vision for geography at St Joseph's College is to spark a lifelong curiosity and fascination about our planet. It strives to offer ambitious breadth and depth of powerful knowledge, skills and critical thinking, providing students with the tools to understand and navigate a complex and rapidly changing world. Our curriculum is a discipline that makes a vital contribution in helping all young people learn about their world and complex interactions and interconnections between both human and physical processes and underpins a lifelong 'conversation' about Earth as the home of humankind and all species.*

Year 7	Place and geographical skills (Geography tool kit) (12 Lessons)	Development (7 lessons)	Ecosystems and Biomes – Focus on Africa (10 lessons)
	<p><b>What is covered?</b> Core geographical skills linked to place, atlas, OS map and other cartographic skills. School site enquiry at the end.</p>	<p><b>What is covered?</b> The concept and theory of what development means and global comparisons of development. Using development indicators. Causes of uneven development and top down/bottom up strategies to reduce the development gap.</p>	<p><b>What is covered?</b> An introduction into the theory surrounding weather and climate – including the basics of global atmospheric circulation and low/high pressure bands, the powerful substantive knowledge that underpins this topic. Investigating Africa's biomes with a focus of tropical rainforests and hot deserts. Introduction of sustainability linked to management of desertification</p>
	<p><b>Why this and why now?</b> Students begin secondary education with varied prior knowledge and understanding of geography. Despite what is on the KS2 curriculum.</p>	<p><b>Why this and why now?</b> Development is a core concept that underpins and interconnects to many other areas of the curriculum. It links to hazard effects and responses. As well as most other human geography topics.</p>	<p><b>Why this and why now?</b> The substantive knowledge of global atmospheric circulation, high and low pressure and factors that affect climate interconnects to many other future topics for example, hydrology and glacial landscapes as well as elements affecting population and climate change.</p>
	<p><b>Assessment</b> Formative assessment throughout – following schools teaching for excellence framework. Summative assessments following school AP calendar.</p>	<p><b>Assessment</b> Formative assessment throughout – following schools teaching for excellence framework. Summative assessments following school AP calendar.</p>	<p><b>Assessment</b> Formative assessment throughout – following schools teaching for excellence framework. Summative assessments following school AP calendar.</p>
	<p><b>Skills</b> Range of atlas, OS and other cartographic.</p>	<p><b>Skills</b> Range of atlas/topological/thematic maps, choropleth maps. Maths skills. Graphs. Plotting and interpreting.</p>	<p><b>Skills</b> Range of atlas/topological/thematic maps. Maths skills. Photograph interpretation skills and extended writing – with a focus on explanation.</p>
	<p><b>Places</b> UK</p>	<p><b>Places</b> Democratic Republic of Congo China</p>	<p><b>Places</b> Global Africa</p>

Year 8	<b>World of Work (7 lessons)</b>	<b>Population</b>	<b>Tectonic hazards – Volcanoes focus (11 lessons)</b>
	<p><b>What is covered?</b>  <i>Economic structures and how these change over time. The reasons different industries locate in different geographical locations. The journey of the UK economy and why Nissan located in the North of England. Why tertiary and quaternary sectors are growing. A final focus on the process of globalisation and how and why economies are so interconnected.</i></p>	<p><b>What is covered?</b>  <i>Global population change through time and the reasons for these changes. The global population distribution looking at patterns and reasons for densely and sparsely populated areas. The demographic transition model and associated changing population structures. Following with the consequences of rapidly growing, youthful populations and ageing populations with a place focus. Types of migration and the causes, effects and management of migration CASE STUDY NEEDED</i></p>	<p><b>What is covered?</b>  <i>The theory of plate tectonics and associated hazards. A focus on volcanic hazards – causes, effects and management.</i></p>
	<p><b>Why this and why now?</b>  <i>Connects and develops previous knowledge on development and biomes . It links to the next topic of population and the Y9 topic Urban issues and sustainability. This is powerful component knowledge for GCSE also.</i></p>	<p><b>Why this and why now?</b>  <i>Builds on the ‘Development’ and ‘World of Work’ topics. Students are able to apply their knowledge of changing development to how this affects population change and structure temporally. Migration and its causes also link to knowledge built on ‘Biomes’ in year 7 and will also feed through to the future topics on ‘Hazards’ and ‘Urban issues’.</i></p>	<p><b>Why this and why now?</b>  <i>An exciting topic that engages students in the excitement of the Earth’s physical processes. They have built previous substantive knowledge that supports elements of this topic. Development links to how volcanic hazards have contrasting effects and management.</i></p>
	<p><b>Assessment</b>  <i>Formative assessment throughout – following schools teaching for excellence framework.  Summative assessments following school AP calendar.</i></p>	<p><b>Assessment</b>  <i>Formative assessment throughout – following schools teaching for excellence framework.  Summative assessments following school AP calendar.</i></p>	<p><b>Assessment</b>  <i>Formative assessment throughout – following schools teaching for excellence framework.  Summative assessments following school AP calendar.</i></p>
	<p><b>Skills</b>  <i>Pie charts, percentages, map skills.</i></p>	<p><b>Skills</b>  <i>Graphs – DTM and population pyramids (complex graphs and models)  Statistical rates linked to population change – birth rate/death rate, natural change etc.  Spatial data GIS – population density  Flow maps</i></p>	<p><b>Skills</b>  <i>Range of atlas/topological/thematic maps. Photograph interpretation skills. Developing discipline of categorising Tectonic hazards human/physical – primary/secondary effects and social, economic, environmental.</i></p>
	<p><b>Places</b>  <i>Global comparisons  UK (Sunderland)  West Africa – chocolate economic chain</i></p>	<p><b>Places</b>  <i>Kenya – Youthful populations  Japan – Ageing populations</i></p>	<p><b>Places</b>  <i>Global  Iceland  Democratic Republic of Congo</i></p>

Year 9	Urban Issues and Sustainability	Climate Change	Coastal landscapes and processes	N10 UK River Landscapes and Processes
	What is covered?	What is covered?	What is covered?	
	Why this and why now?	Why this and why now?	Why this and why now?	
	Assessment	Assessment	Assessment	
	Skills	Skills	Skills	
<p><b>Assessment in Geography:</b></p> <p><i>Formative assessment will happen in most geography lessons. This will be to identify/activate prior learning. Teachers will use a range of knowledge retrieval strategies. Interleaving of knowledge checks will be effectively used in lessons to ensure composites are effectively built into components.</i></p> <p><i>Summative assessments will follow the school's assessment point calendar. These assessments will assess both composite and components of our curriculum.</i></p>			<p><b>Feedback in Geography:</b></p> <p><i>Feedback will be focussed and regular following the school's teaching for excellence framework. The feedback will happen prior to, during and after the completion of student work. All feedback will have the aim of changing the student, to allow them to improve their knowledge, skills and confidence, making them articulate and competent geographers.</i></p>	