

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>What is covered? Core geographical skills linked to place, atlas, OS map and other cartographic skills. School site enquiry at the end.</p>	<p>What is covered? 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>What is covered? 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>Why this and why now? Students begin secondary education with varied prior knowledge and understanding of geography. Despite what is on the KS2 curriculum.</p>	<p>Why this and why now? 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>Why this and why now? 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>Assessment Summative assessment throughout in form of quizzes and some formative marking of student work and feedback.</p>	<p>Assessment Summative assessment throughout in form of quizzes and some formative marking of student work and feedback.</p>	<p>Assessment Summative assessment throughout in form of quizzes and some formative marking of student work and feedback.</p>
	<p>Skills Range of atlas, OS and other cartographic.</p>	<p>Skills Range of atlas/topological/thematic maps, choropleth maps. Maths skills. Graphs. Plotting and interpreting.</p>	<p>Skills Range of atlas/topological/thematic maps. Maths skills. Photograph interpretation skills and extended writing – with a focus on explanation.</p>
	<p>Places UK</p>	<p>Places Democratic Republic of Congo China</p>	<p>Places Global Africa</p>

Year 8	World of Work (7 lessons)	Population Change (8 lessons)	Tectonic Hazards – Volcanoes (10 lessons)	Hydrological processes and environments (8 lessons)
	<p>What is covered? <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>What is covered? <i>Population distributions and densities – where people live and why – global scale. Global population change and the factors that affect it over time linked to economic change and development. The DTM and population structures – how and why population structures change linked to development. The consequences and management of rapidly growing and ageing populations along with migration.</i></p>	<p>What is covered? <i>What hazards are and their different categorisations. Evidence and theory of plate tectonics with a focus on volcanic processes and hazards. Why people live near active volcanoes and the management of these hazards. Two contrasting case studies – Iceland and DRC.</i></p>	<p>What is covered? <i>River drainage basins and the hydrological cycle. How rivers change from source to mouth and the processes operating along a rivers course and the associated landforms of erosion and deposition. Causes of flooding and effects with a focus on Carlisle. Flood management strategies.</i></p>
	<p>Why this and why now? <i>Connects and develops previous knowledge on development. 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>Why this and why now? <i>Connects to the previous topic on World of Work and Development in Year 7. The powerful knowledge connected throughout these topics provides a detailed schema that students use in most other geographical topics.</i></p>	<p>Why this and why now? <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>Why this and why now? <i>River landscapes are dominant across the UK and these hydrological processes are important in shaping our dynamic landscape. The knowledge covered is an important development in the student's physical geography learning journey. The management side links to the topic previously covered on hazard management.</i></p>
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	<p>Skills Pie charts, percentages, map skills.</p>	<p>Skills Graphical – change over time. Numeracy – calculating natural change and % changes. Choropleth maps Population pyramids Flow line maps.</p>	<p>Skills Range of atlas/topological/thematic maps. Photograph interpretation skills. Developing discipline of categorising Tectonic hazards human/physical – primary/secondary effects and social, economic, environmental.</p>	<p>Skills OS maps with photo analysis. Long and cross profiles. Field sketches</p>
	<p>Places Global comparisons UK (Sunderland)</p>	<p>Places Global Japan Kenya</p>	<p>Places Global Iceland Democratic Republic of Congo</p>	<p>Places Carlisle</p>

Year 9	Urban Issues and Sustainability (9 lessons)	Climate Change (6 lessons)	Coastal Processes and Landscapes (8 lessons)
	<p>What is covered? <i>What urbanisation is and how it has changed through time. How urban growth has impacted the UK and city land use and the impact economic change has had on Stoke-on-Trent as our local city. The opportunities and challenges of urban change in the Indian NEE city of Bangalore. A finishing focus on the sustainability issues surrounding urban areas.</i></p>	<p>What is covered? <i>Evidence of previous climate changes. The natural and human causes of climate change looking at the greenhouse effect. Local and global consequences of climate change and how societies can manage climate change by both mitigating and adapting to it.</i></p>	<p>What is covered? <i>How geology and physical processes shape our coastlines. The associated landforms of coastal erosion, transportation and deposition. The impacts and management of coastal erosion in the UK.</i></p>
	<p>Why this and why now? <i>Urban issues are an integral part of global and local geography as the world population is now over 50% urban. This topic further builds on the development, world or work and population change topics and introduces the key concept of sustainability. It feeds directly into the next topic of climate change.</i></p>	<p>Why this and why now? <i>This is one of the most contemporary topics covered and is a core part of geographical thinking. It connects to most of the other topics, both human and physical as river and coastal landscapes and processes are affected by climate change and human societies are affecting it and being impacted by it.</i></p>	<p>Why this and why now? <i>A final physical topic that is important for the UK as we are an island nation. This topic builds on the foundations of physical, hydrological processes that were built in year 8.</i></p>
	<p>Assessment Summative assessment throughout in form of quizzes and some formative marking of student work and feedback.</p>	<p>Assessment Summative assessment throughout in form of quizzes and some formative marking of student work and feedback.</p>	<p>Assessment Summative assessment throughout in form of quizzes and some formative marking of student work and feedback.</p>
	<p>Skills Atlas skills OS maps with photo interpretation Graphs Data interpretation and analysis</p>	<p>Skills</p>	<p>Skills</p>
	<p>Places UK – Stoke-on-Trent India - Bangalore</p>	<p>Places Local (UK) Global</p>	<p>Places UK – Holderness coast</p>
<p>Assessment in Geography: <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. Summative assessments will follow the school's assessment point calendar. These assessments will assess both composite and components of our curriculum.</i></p>			<p>Feedback in Geography: <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>