

Geography KS3 Curriculum Intent, Implementation and Impact Overview

Year: 9 Subject: Geography IMPLEMENTATION						
<p style="text-align: center;">National Curriculum coverage, key concepts and skills ('Big ideas')</p>	<p style="text-align: center;">Half Term 1</p> <p>Context: What happens where the land meets the sea?</p> <p>Key Vocabulary: Weathering, Erosion, Hydraulic action, attrition, abrasion, solution, Deposition, long shore drift, management, hard engineering, soft engineering, sea wall, gabion, rock armour, managed retreat, soft engineering, beach replenishment.</p> <p>Prior Learning / LTM: KS2: Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Y8: glaciation/ physical processes.</p> <p>Cultural Capital: Issues surrounding management of our coastline and affects</p>	<p style="text-align: center;">Half Term 2</p> <p>Context: Will we ever know enough about earthquakes and volcanoes to live safely?</p> <p>Key Vocabulary: Plate tectonics, predict, manage, volcano, earthquake, lithosphere, Richter, magnitude, risk, shield, composite.</p> <p>Prior Learning / LTM: Physical geography, including: volcanoes</p> <p>Cultural Capital: The impact that tectonic events can have on peoples' lives. The difference between LICs and HICs re preparing and coping with hazards.</p>	<p style="text-align: center;">Half Term 3</p> <p>Context: What is the future for the planet? (climate change) A geographer's view</p> <p>Key Vocabulary: Climate change, greenhouse effect, human, physical, Greenhouse gases, methane, carbon dioxide, nitrous oxides, Antarctica, ice caps, international agreements.</p> <p>Prior Learning/ LTM: Human and physical geography: climate zones, economic activity.</p> <p>Cultural Capital: The impact which climate change could have the planet and civilization. Our role and contribution to the causes of climate change.</p>	<p style="text-align: center;">Half Term 4</p> <p>Context: What is an economy, from local to global?</p> <p>Key Vocabulary: Economy, China, primary, secondary, tertiary, manufacturing, imports, exports, globalisation, trade, containerisation.</p> <p>Prior Learning/ LTM: Human geography, including: types of settlement and land use, economic activity including trade links</p> <p>Cultural Capital: The role and impact of globalisation on our lifestyle in 2022</p>	<p style="text-align: center;">Half Term 5</p> <p>Context: What is development?</p> <p>Key Vocabulary: Development, Gross national income, economic indicators, wealth, inequality, bi-lateral, inequality, sustainable development goals.</p> <p>Prior Learning/ LTM: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Cultural Capital: The impact of different levels of development globally. Is it fair that development is unequal?</p>	<p style="text-align: center;">Half Term 6</p> <p>Context: Diverse and dynamic: how is Asia being transformed?</p> <p>Key Vocabulary: Bangalore, Rural to urban migration, flooding, China, trade, opportunity, challenge.</p> <p>Prior Learning/ LTM: Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Cultural Capital: The opportunities and challenges people face in Bangalore. The reasons why China's economy is growing? What is communism?</p>

	people/ environment. Cost v benefit of soft v hard methods of management. Understanding and consideration of differing viewpoints.					
KS3 National Curriculum	Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: coasts Understand how human and physical processes interact to influence, and change landscapes, environments and the climate	Human and physical geography <ul style="list-style-type: none"> • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; 	Human and physical geography <p>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: Physical geography relating to: climate, including the change in climate from the Ice Age to the present. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p>	Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.	Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on, Asia (including China and India), focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. Place Knowledge Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia
Locational Knowledge	X	X	X	X	X	X
Place Knowledge	X	X	X	X	X	X
Human Geography	X	X	X	X	X	X
Physical Geography	X	X	X	X	X	X

Geographical skills and fieldwork	X	X	X	X	X	X
<p>IMPACT</p>	<p>Assessment: Compete a sketch map of the Holderness coast to summarise the factors that have shaped the Holderness coast Photo interpretation</p> <p>Progression to KS4: 3.1.3.2 Coastal landscapes in the UK The coast is shaped by a number of physical Processes Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes.</p>	<p>Assessment: Use of geographical terminology Progression to KS4: 3.1.1.2 Tectonic hazards • Earthquakes and volcanic eruptions are the result of physical processes. • The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.</p>	<p>Assessment: What are the options regarding climate change. Progression to KS4: 3.1.1.4 Climate change Climate change is the result of natural and human factors, and has a range of effects.</p>	<p>Assessment: Layers of inference - from a political cartoon - consider the impact of economic growth on the Earth's spheres Progression to KS4: 3.2.2: The changing economic world</p>	<p>Assessment: Apply understanding, using a range of geographical data for Bolivia, to write a report about development priorities Progression to KS4: 3.2.2: The changing economic world 3.2.1 Urban issues and challenges</p>	<p>Assessment: Appreciate the world economic shift towards Asia Progression to KS4: 3.1.2.1 Ecosystems An overview of the distribution and characteristics of large scale natural global ecosystems 3.2.1 Section A: Urban issues and challenges: Factors affecting the rate of urbanisation. 3.2.2 Section B: The changing economic world : Some LICs and NEEs are experiencing rapid economic development which leads to Significant social, environmental and cultural change.</p>

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.