

Geography KS3 Curriculum Intent, Implementation and Impact Overview

Year: 8 Subject: Geography IMPLEMENTATION						
<p>National Curriculum coverage, key concepts and skills ('Big ideas')</p>	<p>Half Term 1</p> <p>Context: Is the geography of Russia a curse or a benefit?</p> <p>Key Vocabulary: Climate, Biome, Taiga, Tundra, distribution, GIS, environment, Arctic, economy.</p> <p>Prior Learning/ LTM: KS2: Locational knowledge- 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. Links to Y7 Africa place study: biomes, climate, population and economy.</p> <p>Cultural Capital: Development of an understanding of the key human and physical features of Russia and its development.</p>	<p>Half Term 2</p> <p>Context: World at Risk Threats to Earth and Humanity.</p> <p>Key Vocabulary: Disease, epidemic, pandemic, mortality, nuclear, pollution, plastic, super volcano, caldera, Yellowstone, deforestation, carbon sink, biodiversity</p> <p>Prior Learning/ LTM: KS2: location and place knowledge. Human and physical Geography: climate zones, volcanoes and earthquakes, vegetation belts.</p> <p>Links to Y7; the 4 spheres, population, rivers.</p> <p>Cultural capital: Develop an awareness of the potential problems and threats to both the Earth and humankind. The actions humans are taking that will have such impacts as well as natural phenomena which are beyond our control.</p>	<p>Half Term 3</p> <p>Context: What is weather and climate?</p> <p>Key Vocabulary: Weather, climate, synoptic chart, depression, satellite, climate, anticyclone, rainfall.</p> <p>Prior Learning / LTM: KS2: Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Y7 Physical Geographical processes- Glaciation and rivers. Biomes in Africa.</p> <p>Cultural Capital: An appreciation of the processes that influence our weather in the UK. The impact the weather in the UK has on peoples' lives.</p>	<p>Half Term 4</p> <p>Context: The UK - our home.</p> <p>Key Vocabulary: United Kingdom, Swinton, locality, environment, local, Yorkshire, industry, economy, migration.</p> <p>Prior Learning / LTM: KS2: locational knowledge- key counties and cities of UK. Human and physical geography: settlement, land use, economic activity, natural resources. Links to Y7: natural resources, population and geographical skills.</p> <p>Cultural Capital: Develop awareness of the key physical features and human interactions in the locality (Swinton, S Yorkshire) and the wider UK.</p>	<p>Half Term 5</p> <p>Context: Why is the Middle East an important world region?</p> <p>Key Vocabulary: Conflict, Mediterranean, UAE, Yemen, water scarcity, Earthquake, population distribution, HDI, Shia Muslims, Syria.</p> <p>Prior Learning / LTM: KS2: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. Links to Y7 Africa place study and Y8 (HT1) Russia place study: biomes, climate, population and economy.</p> <p>Cultural Capital: To gain an understanding of the key physical and human features of the Middle East region. To appreciate the</p>	<p>Half Term 6</p> <p>Context: Global Biome Journey.</p> <p>Key Vocabulary: Ecosystem, biome, food chain, food web, Tundra, Tropical Rainforest, Hot Desert, interdependent, nutrient cycle, threat, biodiversity.</p> <p>Prior Learning / LTM: KS2: locational knowledge; word countries (Europe, North and South America, including environmental regions. Human and physical Geography- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. Links to Y7- the four spheres and tropical rainforests. Biomes in Africa.</p> <p>Cultural Capital: An understanding of the value of global biomes, the threats they face and the role which people can play in protecting them.</p>

	To consider the threats to and the future of Antarctica.				geopolitical issues that occur here e.g. forced migration, war. To understand why Dubai is an attractive holiday destination.	
KS3 National Curriculum	Locational knowledge: Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on, Russia , focusing on environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.	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.	Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: Physical geography relating to: weather and climate.	Human: geography relating to: population and urbanisation; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources, To 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	Locational knowledge Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East , focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities	Locational knowledge Key global environmental regions. Physical and Human Geography 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
Locational Knowledge	X	X	X	X	X	X
Place Knowledge	X	X	X	X	X	X
Human Geography	X	X			X	X
Physical Geography	X	X	X	X	X	X
Geographical skills and fieldwork	X	X	X	X	X	X
IMPACT	Assessment: Geographical enquiry to consider different points of view about the future of the Arctic	Assessment: Individual project work and presentation.	Assessment: Geographical terminology. Synoptic chart - interpretation.	Assessment: Primary investigation and report into the local area.	Assessment: Pupils use a wide variety of geographical data to consider the impact of	Assessment: Food webs and climate graph.

	<p>Is the geography of Russia a curse or benefit? Review Consider different views of Russia.</p> <p>Progression to KS4: Ecosystems. An overview of the distribution and characteristics of large scale natural global ecosystems. Urban issues and challenges: Factors affecting the rate of urbanisation. The changing economic world.</p>	<p>Progression to KS4: Tectonic hazards; plate tectonics theory, impacts and management. Climate change; impacts. Resource management and pollution.</p>	<p>Climate data interpretation.</p> <p>Progression to KS4: Global atmospheric circulation model. Weather hazards. An overview of types of weather hazard experienced in the UK. A number of weather hazards affects the UK.</p>	<p>Progression to KS4 Urban Issues and Challenges. UK urban issues. Changing economic world- economic indicators.</p>	<p>forced migration from Syria.</p> <p>Progression to KS4: Urban issues and challenges. The changing economic world. There are global variations in economic development and quality of life.</p>	<p>Progression to KS4: Living World: Ecosystems, food chains and webs, global biomes. The value of and protection of biomes.</p>
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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.