

# Geography Curriculum

## KS3 curriculum Summary

### Introduction

The aims of our Geography curriculum are to develop students' knowledge of place at a range of scales, to explore the Physical and Human Geography of these places and to increase awareness of contemporary geographical issues. Alongside this, we hope to inspire a sense of awe and wonder in the world around us and to establish a life-long interest in the natural and social environment.

The Year 7 curriculum is designed to build a solid foundation in the subject focusing on essential skills, fieldwork experience and an understanding of local geography. During Year 7, students will become more familiar with the key concepts that are relevant throughout the curriculum, including at Key Stage 4 and 5. We do not assume that students have studied Geography extensively at primary school but aim to build on their existing general knowledge. As the year progresses, the focus moves to covering more traditional thematic topics.

In Year 8, students engage with a range of popular and important geographical topics, studied at a number of spatial scales. The sequencing of the curriculum is intended to provide a natural progression from one topic to another, allowing students to make links between environments and processes and to begin to interpret the world as a whole.

National Curriculum: [Click here](#)

Reflecting the National Curriculum, we place emphasis on developing locational and place knowledge and embedding a solid understanding of physical and human processes which can then be confidently applied across a broad range of topics. We integrate fieldwork into our schemes of work where possible and incorporate a range of skills into classwork and homework (including literacy, numeracy, graphicacy, cartography and GIS).

### Year 7

| Topics covered | Principal resources   |
|----------------|---|
| Mapwork Skills | <ul style="list-style-type: none"><li>*<i>Basic Mapwork Skills</i>. Ross (2003)</li><li>*Ordnance Survey maps (Landranger and Explorer scales)</li><li>*<i>Oxford School Atlas</i> (2012)</li><li>*<i>The Ordnance Survey Puzzle Book</i>. Moore (2018)</li><li>*<i>The Ordnance Survey Puzzle Tour of Britain</i>. Moore (2019)</li><li>*<i>Progress in Geography: Key Stage 3</i>. Gardner et al. (2018) <b>Chapter 1</b></li><li>*<i>Exploring Geography in a Changing World 1</i>. Ross</li></ul> |

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|   | (2008)<br>*Digimap for schools  |
| Settlements and urbanisation<br><i>(Place study: India)</i> | *Local Ordnance Survey maps (Landranger and Explorer scales)<br>* <i>Progress in Geography: Key Stage 3</i> . Gardner et al. (2018) <b>Chapter 8 and Chapter 10</b>   |
| <b>Fieldwork:</b> Tonbridge (site and settlement)           | <i>Aims: To investigate a local urban area and examine the effects of the physical environment on its site, structure and characteristics.</i>  |
| Geology and the Weald                                       | *Local Ordnance Survey maps (Landranger and Explorer scales)<br>* <i>Progress in Geography: Key Stage 3</i> . Gardner et al. (2018) <b>Chapter 2</b>  |
| Hydrology and Rivers<br><i>(Place study: Middle East)</i>   | * <i>Progress in Geography: Key Stage 3</i> . Gardner et al. (2018) <b>Chapter 6 and Chapter 14</b><br>* <i>Exploring Geography in a Changing World 1</i> . Ross (2008)<br>*Selected resources from <i>Wideworld, GeoActive and GeoFile</i> |
| <b>Fieldwork:</b> Haysden Country Park                      | <i>Aims: To investigate the Medway flood defence system and the Leigh flood storage area. To collect data on river systems, channel shapes and processes.</i>   |
| At the Coast  | * <i>Progress in Geography: Key Stage 3</i> . Gardner et al. (2018) <b>Chapter 9</b><br>*Local Ordnance Survey maps (Landranger and Explorer scales)<br>*Selected resources from <i>Wideworld, GeoActive and GeoFile</i>                    |

## Year 8

| Topic                            | Principal resources   |
|----------------------------------|---|
| Weather and Climate              | * <i>Progress in Geography: Key Stage 3</i> . Gardner et al. (2018) <b>Chapter 4 and Chapter 15</b><br>* <i>Exploring Geography in a Changing World 1</i> . Ross (2008)<br>*Selected resources from <i>Wideworld, GeoActive and GeoFile</i> |
| <b>Fieldwork:</b> Ashdown Forest | <i>Aims: To analyse the way in which environments are influenced and changed by physical features and human interventions.</i>  |
| The Icy World                    | * <i>Progress in Geography: Key Stage 3</i> . Gardner et al.  |

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| <p>(Place study: <b>Russia</b>)</p>   | <p>(2018) <b>Chapter 13 and Chapter 5</b><br/> <i>*Understanding GCSE Geography</i>. Bowen and Pallister (2009)<br/> <i>*Selected resources from Wideworld, GeoActive and GeoFile</i></p>   |
| <p>The Global Economy</p> <p>(Regional Study: Africa - <b>Nigeria</b>)<br/>         (Regional Study: Asia - <b>China</b>)</p> | <p><i>*Progress in Geography: Key Stage 3</i>. Gardner et al. (2018) <b>Chapter 3, Chapter 12 and Chapter 10</b><br/> <i>*Understanding GCSE Geography</i>. Bowen and Pallister (2009)<br/> <i>*Selected resources from Wideworld, GeoActive and GeoFile</i></p>  |
| <p>Tectonic Hazards</p> <p>(Place study: <b>Japan</b>)</p>  | <p><i>*Progress in Geography: Key Stage 3</i>. Gardner et al. (2018) <b>Chapter 11 and Chapter 10</b><br/> <i>*Exploring Geography in a Changing World 1</i>. Ross (2008)<br/> <i>*Understanding GCSE Geography</i>. Bowen and Pallister (2009)<br/> <i>*ArcGIS</i><br/> <i>*Selected resources from Wideworld, GeoActive and GeoFile</i></p> |