

## Geography CURRICULUM: KS3

**Intent:** *At St Margaret's we aim to provide students with an Inclusive, coherent and ambitious Geography curriculum, rich in transferable skills and relevant world knowledge which stimulates creativity and curiosity and empowers them for their future.* **Big Ideas:** We aim to cover these concepts throughout the teaching of our key stage three curriculum; **Place, Space and Scale, Systems, Interactions, Processes, Change and time, Different perspectives, Patterns and Sustainability.**

It is our objective to follow the national curriculum for KS3 Geography and to ensure that by the end of the key stage all students can locate places at different scales and understand the range of processes and systems making these places unique. Additionally, that they can understand the patterns of change through time and issues of sustainability.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p><b>Liverpool: The place we live in.</b>  <i>Impact task completed after lesson 3 assessing use of maps to gather locational information.</i>  <u>Summative assessment</u> assessing all map skills</p>	<p><b>Resources, rocks, soils, and Earth's spheres</b>  <i>Impact task completed after lesson 3 assessing knowledge of which resources we can gain from Earth's spheres.</i>  <u>Summative assessment</u> assessing knowledge of spheres and the resources we can gain from them including how they are used and sustainability</p>	<p><b>What is and economy?</b>  <i>Impact task completed after lesson 3 assessing knowledge of the different sectors of the economy and change through time.</i>  <u>Summative assessment</u> assessing knowledge and understanding of development of different economies, industrial locations and trade.</p>	<p><b>Weather and climate</b>  <i>Impact task completed after lesson 3 assessing understanding of measuring and recording the weather.</i>  <u>Summative assessment</u> assessing knowledge of weather systems and patterns in the UK.</p>	<p><b>Russia.</b>  <i>Impact task completed after lesson 3 assessing knowledge of the location and character of Russia.</i>  <u>Summative assessment</u> of knowledge and understanding of the unique character and development of Russia and links to resources and climate.</p>	

<b>Year 8</b>	<b>Rivers</b> <i>Impact task completed after lesson 3 assessing knowledge of 8 key processes.</i> <u>Summative assessment of knowledge and understanding of how river processes and characteristics can lead to hazardous events.</u>	<b>Development</b> <i>Impact task completed after lesson 3 assessing knowledge of how we can measure development.</i> <u>Summative assessment of knowledge and understanding of inequality and the problems associated with trying to measure wealth.</u>	<b>Population</b> <i>Impact task completed after lesson 3 assessing knowledge of how the population is distributed.</i> <u>Summative assessment of knowledge and understanding of why people migrate and how and why we seek to control the population size.</u>	<b>Coasts</b> <i>Impact task completed after lesson 3 assessing knowledge of what waves are and how they shape the coast.</i> <u>Summative assessment of knowledge and understanding of how coastal processes shape and change the coastline through time and cause hazards for people and the environment.</u>	<b>India</b> <i>Impact task completed after lesson 3 assessing knowledge of the location and character of India.</i> <u>Summative assessment of knowledge and understanding of the unique character and development of India and links to resources, inequality and climate.</u>
<b>Year 9</b>	<b>Hazards including volcanoes and earthquakes.</b> <i>Impact task completed after lesson 3 assessing knowledge of the structure of Earth and convection.</i> <u>Summative assessment of knowledge and understanding of the why tectonic processes can lead to hazards which threaten people and the environment.</u>	<b>Africa</b> <i>Impact task completed after lesson 3 assessing the understanding that Africa is a continent not a country and why we have this stereotypical view.</i> <u>Summative assessment of knowledge and understanding of the unique character and development of African nations and links to resources, climate and colonisation.</u>	<b>Glaciation</b> <i>Impact task completed after lesson 3 assessing knowledge of glacial processes.</i> <u>Summative assessment of knowledge and understanding of the unique landscape formed during and after glaciation and how people may use it.</u>	<b>The middle east</b> <i>Impact task completed after lesson 3 assessing knowledge of the location of the middle east and why it is so named.</i> <u>Summative assessment of knowledge and understanding of the unique character and development of the middle east and links to resources, religion and climate.</u>	<b>Climate change</b> <i>Impact task completed after lesson 3 assessing understanding of what climate change is.</i> <u>Summative assessment of knowledge and understanding of the causes and future effects of climate change and how we can stop it.</u>