



**Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids KS3**



Year 7	Term 1	Topic 2	Topic 3	Topic 4
Unit(s) – As outlined in 39 week plans	<p align="center"><b>My Place in the World:</b></p> <p align="center"><i>How can we use a variety of maps and skills in Geography?</i></p>	<p align="center"><b>Wonders of the World:</b></p> <p align="center"><i>Where are the world's wonders and what can we learn from them?</i></p>	<p align="center"><b>Extreme Geography:</b></p> <p align="center"><i>Where are the world's most extreme environments and why are they so significant?</i></p>	<p align="center"><b>Our Urban World:</b></p> <p align="center"><i>What issues and associated with cities and can we manage them?</i></p>
Key Retainable Knowledge & Skills	<p align="center"><b>Rationale:</b></p> <p>To allow Year 7 students to access the Geography curriculum, we first focus on Geographical Skills. This is an extremely important part of the curriculum as provides a base for students to further develop knowledge and understanding throughout the curriculum.</p> <p>The skills developed in this important foundation will allow students to progress throughout the 7-year curriculum.</p> <p><b>Key Knowledge / Skills Covered:</b></p> <ul style="list-style-type: none"> <li>Countries, Cities and Continents with a focus on Map Skills</li> <li>Height and Scale on Maps</li> <li>Direction</li> <li>4 and 6 figure grid references</li> <li>GIS and satellite images</li> <li>Countries in Europe</li> <li>Physical and Human features of the British Isles</li> </ul>	<p align="center"><b>Rationale:</b></p> <p>The world is full of wonder and it is important we examine some of the interesting places around the world. We will discover a wonder in each continent, identifying where they are and why they are special.</p> <p>This topic builds on skills already learnt such as map skills and directions, while encouraging the students to think like a geographer and discover why these places are full of wonder.</p> <p><b>Key Knowledge / Skills Covered:</b></p> <ul style="list-style-type: none"> <li>What a is a wonder of the world</li> <li>Identifying places using map skills</li> <li>Direction</li> <li>Volcanoes - Pompeii</li> <li>Fold mountains and weather conditions - Mount Everest</li> <li>The significance of cities - Times Square</li> <li>Rainforests and the human impact on them - Amazon Rainforest</li> <li>Climate Change - Great Barrier Reef</li> <li>Formation of waterfalls - Victoria Falls</li> <li>Challenges in a cold environment - Svalbard</li> </ul>	<p align="center"><b>Rationale:</b></p> <p>The world is home to many extreme environments where life and development is difficult. We understand various physical landscapes where environmental conditions are difficult for plants and animals, but also for humans and development. We then go onto look at human-made challenges affecting the physical and human world, engaging with contemporary issues such as climate change, war, disease and poverty.</p> <p><b>Key Knowledge / Skills Covered:</b></p> <ul style="list-style-type: none"> <li>The reason for the locations of the world's most extreme environments.</li> <li>Biodiversity of plant and animal life in extreme environments.</li> <li>Extreme human environments and the challenges they present. This includes: slums; warzones; nuclear exclusions zones, and; places affected by climate change.</li> <li>Understanding how national and global issues are linked.</li> </ul>	<p align="center"><b>Rationale:</b></p> <p>Urbanisation is a significant process impacting all cities in the world. We explore how LIC and NEE cities are urbanising at a exponential rate as a result of push and pull factors, migration and natural population increase.</p> <p>We explore a range of different issues associated with urbanisation and the extent to which these can be effectively managed.</p> <p>We cover aspects of sustainable urban cities, so students to consider how urban growth can be more sustainable.</p> <p><b>Key Knowledge / Skills Covered:</b></p> <ul style="list-style-type: none"> <li>The causes of urbanisation (push factors, pull factors, migration and natural increase).</li> <li>The features of Mega Cities</li> <li>The impacts of urbanisation in LICs and NEEs.</li> <li>An case study of Mumbai</li> <li>Urbanisation in UK and a case study of London</li> <li>Issues in cities (sprawl, waste management, housing and transport)</li> <li>Strategies to address issues and challenges in cities.</li> </ul>
	<p><b>Expected standard:</b> students are able to use a variety of map skills that allow them to define a place, understand what a place is like <i>geographically and topographically</i> without being there, and to describe a route around a map. Be able to define human and physical features, giving national and global examples.</p>	<p><b>Expected standard:</b> Students build on their map skills, by being able to describe the location of a variety of wonders of the world. Students can define human and physical wonders of the world, and be able to describe examples of both.</p>	<p><b>Expected standard:</b> Students can explain how climate and location are linked, giving examples of places and the reason for their conditions. Students can explain the human impact on certain environments around the world, and the challenges this presents.</p>	<p><b>Expected standard:</b> Students can define the processes in which cities change and use Mumbai and London as illustrative case studies. They can explain how different strategies can improve city life and sustainability.</p>



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<b>Key Technical Vocabulary</b>	Distance, scale, height, grid reference, city, country, continent, Europe, Africa, Asia, America, Oceania / Australasia, ocean, sea, physical feature, human feature, GIS, identity, place, environment.	Volcano, constructive plate margin, destructive plate margin, fold mountains, urbanisation, climate, human impact, climate change, erosion, waterfall, physical feature, cold environment.	Environment, cold desert, hot desert, nuclear energy, slums, crime, climate change, displacement, war, migration, disease, development, global issues, global health.	Urban, rural, urbanisation, mega city, suburbanisation, counter-urbanisation, deindustrialisation, regeneration, Urban resurgence, Fortress developments, microclimates, sustainability.
<b>Opportunities for Reading</b>	Ordnance Survey MapZone is an excellent resource for students to develop their map skills explored in Topic 1 <a href="https://www.ordnancesurvey.co.uk/mapzone/">https://www.ordnancesurvey.co.uk/mapzone/</a>	<i>No-one is too small to make a difference</i> by Greta Thunberg. Linked to climate change and activism, a follow on for students after looking at the impacts of climate change on the Great Barrier Reef.	<i>Chernobyl – A History of Tragedy</i> . A detailed account of Chernobyl and the events surrounding the tragedy. More suitable for HA students.	<a href="https://www.bbc.co.uk/bitesize/topics/z96vr82">https://www.bbc.co.uk/bitesize/topics/z96vr82</a> - Bitesize site gives students the opportunity to broaden their knowledge of urban change.
<b>Developing Cultural Capital</b>	This topic develops cultural capital at a local and national scale. We used maps to investigate the human and physical features of the UK, as well as the historical change of Wath upon Dearne (GIS).	We have designed our KS3 curriculum around our school community’s context, and have built this SOW to give students an opportunity to engage with far-away, interesting and significant locations.	Again, in line with school context we created this SOW to expose students to a variety of contemporary extreme issues, caused by either human or physical factors. This will allow students to understand the fragility of our planet and the power of nature.	This SOW provides further global and cultural capital for our students, deepening their existing understanding of differences between places and the changing nature of cities. Cities and migration are two frequently covered themes in news broadcasts, this unit will give them the power to understand these challenges.
<b>Cross Curricular Links (Authentic Connections)</b>	<b>Mathematics</b> – distance, scale, coordinates. <b>History</b> – changing local and global human environments.	<b>Mathematics</b> – Climate graphs and other figures. <b>English</b> – Extended writing tasks- formation of physical features/ the importance of wonders.	<b>Science</b> – Climate change causes and impacts. Nuclear energy. <b>Life Skills</b> – migration.	<b>Mathematics</b> – using line / bar graphs to describe patterns and trends. Use of climate data. <b>English</b> – a migrant’s diary. Developing empathy in extended writing.
<b>Key Assessment</b>	<b>Assessment 1:</b> The first assessment will focus on the use and application of Geographical Skills. The students will be assessed on direction, grid references, distance, height and scale. They will also identify and range of human and physical features on maps.	<b>Assessment 2:</b> Students will be assessed their core skills (building on from Topic 1) but also their knowledge of the location, features and processes in different places around the world. This will encompass Extreme Geography, My Place and Wonders of the World.	<b>Assessment 3:</b> This assessment will be a longer ‘End of Year’ assessment. This will examine the key skills, knowledge of place and then the challenges associated with the world’s mega cities. Students will be assessed on their ability to offer solutions to some of most significant challenges facing cities.	



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Year 8	Term 1	Topic 2	Topic 3	Topic 4
Unit(s) – As outlined in 39 week plans	<p align="center"><b>The Restless Earth:</b></p> <p align="center"><i>What hazards are associated with tectonic plates and movement?</i></p>	<p align="center"><b>Weather and Climate:</b></p> <p align="center"><i>How does weather and climate impact people and the environment?</i></p>	<p align="center"><b>Exploring Africa:</b></p> <p align="center"><i>How diverse is Africa?</i></p>	<p align="center"><b>The Economic World:</b></p> <p align="center"><i>What are the features of the global and UK economy and how are they changing?</i></p>
Key Retainable Knowledge & Skills	<p align="center"><b>Rationale:</b></p> <p>By Year 8, students will have built a good knowledge of places, environments and the world’s major landforms, including tectonic landforms. In this topic, students will now explore the processes of tectonics in detail. Students will now go far beyond identifying and locating the landform, but now explain the formation, including key processes. Students will also be able to explain the impacts of hazards associated with tectonics.</p> <p>Year 8 students will then begin to evaluate the impact of tectonic hazards and understand how they can be managed.</p> <p><b>Key Knowledge / Skills Covered:</b></p> <ul style="list-style-type: none"> <li>• The structure and properties of the earth</li> <li>• Geological history and background of the planet (quaternary to Present day)</li> <li>• Plate boundaries (constructive, destructive and conservative)</li> <li>• Causes of volcanoes and earthquakes</li> <li>• Differences between shield and composite volcanoes</li> <li>• Haiti earthquake (causes, effects and responses)</li> <li>• Tonga case study</li> <li>• Asian Tsunami (causes, effects and responses)</li> <li>• Super-volcanoes and the likely impacts of an eruption.</li> </ul>	<p align="center"><b>Rationale:</b></p> <p>The UK is affected by a range of different weather types which is exciting and interesting for students in Year 7. We chose to teach this particular topic during January and February as there are usually a series of extreme weather events in the news which we can easily relate the topic to.</p> <p>Global warming is causing extreme weather events to become more regular. In this topic we explore the causes of weather and evaluate the impacts on people, property and the environment.</p> <p><b>Key Knowledge / Skills Covered:</b></p> <ul style="list-style-type: none"> <li>• The difference between weather and climate</li> <li>• The water cycle</li> <li>• Climate graphs and analysis</li> <li>• Global climates and their distributing</li> <li>• Types of rainfall (frontal, relief and convectional)</li> <li>• Extreme weather in the UK (low pressure weather systems)</li> <li>• Flooding</li> <li>• Tropical Storms (condition needed and formation)</li> <li>• Case study of Typhoon Haiyan</li> <li>• Microclimates and the factors influencing them</li> </ul>	<p align="center"><b>Rationale:</b></p> <p>The GNC (2013) places an importance on Africa, exploring both human and physical features of the continent as well as the contemporary issues facing people living there today.</p> <p>We begin by looking at the continent, its human and physical features and how this affects population distribution. Within this we also look at the links between the physical features/biomes of the continent and its impact on biodiversity.</p> <p>With these foundations set, we then look at more intricate issues affecting different locations across the continent. These are contemporary issues such as mining, e-waste, climate change, war and uneven development.</p> <p><b>Key Knowledge / Skills Covered</b></p> <ul style="list-style-type: none"> <li>• Map skills are revisited when understanding locational features of Africa.</li> <li>• Biodiversity and links to climate are explored.</li> <li>• Contemporary issues such as climate change, war, mining and waste are explored within which different locales are studied.</li> <li>• Variety of case studies and locales to provide a holistic understanding of the continent.</li> <li>• Uneven development is explored, and provides a knowledge basis for the next topic in the sequence</li> </ul>	<p align="center"><b>Rationale:</b></p> <p>This element of the Year 8 curriculum is quite challenging but leads on from the topics covered in Year 7 and Year 8. By this point in the curriculum, students will have a better understanding of global issues, and how global and national economies are linked.</p> <p>Here we teach the students many different aspects of the global economy by examining its role using mini case studies taken from HIC’s, NEE’s and LIC’s. Students will understand that an economy can have many factors that affect it. For example: war, natural resources, the role of TNC’s and cheap labour.</p> <p><b>Key Knowledge / Skills Covered:</b></p> <ul style="list-style-type: none"> <li>• The world economy and how it covers a wide range of factors in any given country across the world.</li> <li>• Deindustrialisation and its impact in the UK.</li> <li>• TNC’s and their locational factors (sweatshops)</li> <li>• War and conflict - issues in Asia and the Middle East – Afghanistan and Syria. Africa Nigeria’s natural resources</li> <li>• Dubai – how the world city has rose to success in a hot desert environment.</li> </ul>



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	<b>Expected standard:</b> students are able explain the key tectonic processes and their impacts (volcanoes, earthquakes, tsunamis), using case studies to illustrate their power and destruction.	<b>Expected standard:</b> Students can explain key meteorological processes (rainfall, storms/depressions, tropical storms) and use case studies to illustrate their power and destruction both here in the UK and abroad (Philippines/Typhoon Haiyan).	<b>Expected standard:</b> Students can describe the diversity of Africa’s human and physical features, and use contemporary case studies to explain the social and economic state of different African nations.	<b>Expected standard:</b> Students will be able to define uneven development, and explain why different countries are more/less developed than others.
<b>Key Technical Vocabulary</b>	Core, mantle, crust, convection current, tectonic plate, earthquake, shield, composite, volcano, lava, magma, pyroclastic, epicentre, foci / focus, constructive, destructive, conservative, tsunami, seismic, supervolcano.	Climate, weather, precipitation, evaporation, condensation, run-off, through flow, ground water flow, convectional rainfall, relief rainfall, frontal rainfall, air mass (tropical / maritime / polar / continental), pressure, flood, rainfall, typhoon, hurricane, microclimate.	Africa, continent, population, distribution, biome, malnourishment, desertification, climate change, water scarcity, environmental impacts, mining, waste, tourism, migration.	Economy, deindustrialisation, Transnational corporations (TNC’s), resources, conflict, labour, primary/secondary/tertiary/quaternary.
<b>Opportunities for Reading</b>	<i>Plate Tectonics: discover how our planet works from the inside out</i> by Iain Stewart. A book by geologist, Iain Stewart, aim specifically at children will deepen students’ understanding of tectonics.	<i>The Great Deluge</i> by Douglas Brinkley. This book offers an insight into the events surrounding Hurricane Katrina. It looks at the impacts of the hurricane, as well as socio-political mismanagement following the event.	<i>Prisoners of Geography</i> – Tim Marshall. Chapter entitled ‘Africa’, looks at the historical social and political context of the continent, as well as an insight into its modernity.	<a href="https://www.bbc.co.uk/bitesize/guides/zvp39j6/revision/1">https://www.bbc.co.uk/bitesize/guides/zvp39j6/revision/1</a> - website link for students to add depth to their understanding of development, reasons for uneven development, and how countries differ economically.
<b>Developing Cultural Capital</b>	This SOW will give students the opportunity to learn about the changing nature of our planet, and deepen their understanding of how it has changed over millions of years. We will look at the power of tectonics, and they will understand how this presents challenges at a local and global scale.	Extreme weather is featured frequently in news broadcasts, particularly with climate change become an ever-developing challenge. This SOW will give our students to cultural capital to understand the impacts of weather, extreme weather, and the processes that cause these. They will have the opportunity to explore local and global case studies.	This SOW will challenge the misconceptions that many young people have about Africa’s diversity, both physical and human diversity. Students will gain knowledge that empowers them to understand and evaluate contemporary issues affecting this continent.	‘The economy’ is mentioned often at a political scale, but its meaning can be blurred. This SOW gives students the power and knowledge to understand the economy, and how it is changing, and how this affects them and their futures.
<b>Cross Curricular Links (Authentic Connections)</b>	<b>Science and geology</b> – investigating the internal structure of the planet.  <b>Art / design</b> – exploring the structure of the planet and volcanoes through sketches and cross-section drawing.  <b>English</b> – writing for the purpose of evaluation (structure of extended writing).	<b>Mathematics</b> – the construction of a climate graph to display temperature and rainfall averages.  <b>Science</b> – the water cycle.  <b>English</b> – creative writing (news report in relation to a flood).	<b>Mathematics</b> – understanding distribution.  <b>English</b> – extended writing opportunities.  <b>Life Skills / SMSC</b> – migration.	<b>Mathematics</b> - describing graphs using data.  <b>English</b> - sweatshop diaries/stories/sentences SPaG.
<b>Key Assessment</b>	<b>Assessment 1:</b> Core skills (map skills) and knowledge of place from Year 7 will continue to be assessed here. Students will build on their place knowledge/skills to investigate Haiti. Students will how move onto more challenging questions, such as evaluation. In this assessment, students will evaluate the effectiveness of the responses to the Haiti Earthquake in 2010.	<b>Assessment 2:</b> Students will be assessed on a complex skills in geography (the construction and analysis of a climate graph. This will be used from one of the wonders of the world which students have learnt about. In addition, students will be assessed on their knowledge of the impacts of tropical storm Haiyan. Finally, students will be given an open questions of “to what extent is there diversity in Africa”, giving students the opportunity to write about their	<b>Assessment 3:</b> This assessment will be a longer ‘End of Year’ assessment. This will examine the key skills, knowledge of place and then the challenges associated with the world’s changing economy. Students will be assessed on their ability to offer solutions to some of most significant challenges facing the global changing economy.	



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		knowledge of Africa (people, economy, landscapes and climate).		
<b>Year 9</b>	<b>Term 1</b>	<b>Topic 2</b>	<b>Topic 3</b>	<b>Topic 4</b>
<b>Unit(s) – As outlined in 39 week plans</b>	<b>Physical Landscapes:</b>  <i>What are the processes and features relating to our landscape?</i>	<b>Population and Resources:</b>  <i>What are the challenges associated with a changing population?</i>	<b>The Living World:</b>  <i>What are the characteristics of the world's biomes?</i>	<b>Global Challenge:</b>  <i>What global issues do we face and how can we manage these?</i>
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>Rationale:</b></p> <p>This topic was chosen for Y9 because it widens student knowledge about the physical world that we live in. Students will have already explored Weather and Climate in Y8 and this prior learning links into landform change at rivers, coasts and glaciers.</p> <p>Many students can make connections to places that they have been to e.g. the coast for a day trip, but further knowledge about rivers and glaciers is beneficial in terms of wider physical Geography knowledge depth and scale. Glaciers will be somewhere that most students haven't explored; this topic will open up the Geographies of high mountain locations. e.g. The European Alps</p> <p><b>Key Knowledge / Skills Covered:</b></p> <ul style="list-style-type: none"> <li>• Changing landforms at the coast, on rivers and glaciers</li> <li>• Processes on coasts, rivers and glaciers</li> <li>• The human impacts on coasts, rivers and glaciers</li> <li>• Responses to the human impact's on coasts, rivers and glaciers</li> <li>• The formation of features at coasts, rivers and in glacier environments</li> <li>• The Holderness Coast case-study</li> <li>• Glacier formation, features and the human positives and negatives in the European</li> </ul>	<p><b>Rationale:</b></p> <p>Human population growth is the driver of many environmental, socio-economic and political challenges we face in the world today.</p> <p>This unit of work is highly synoptic and encompasses many elements within geography. Students will learn about how world population has grown over time, its current estimated size and future predictions. Students will learn about which factors affect population and how countries at different stages of development have different population structures, how achieving a sustainable population is challenging and how countries have attempted to control their population through different policies. This unit also explores international migration which is an important force in development and a high-priority issues for both developing and developed nations. The final series of lessons explores the link between environmental sustainability and population one of the biggest challenges facing humanity today.</p> <p><b>Key Knowledge / Skills Covered:</b></p> <ul style="list-style-type: none"> <li>• How the world's population has changed over time using demographic data and graphs.</li> <li>• What factors affect population growth (birth rate / death rate / migration).</li> <li>• To understand the demographic transition model and be able to relate it to different countries.</li> <li>• To draw and interpret population pyramids in the understanding of youth and ageing populations.</li> <li>• To be able to successfully evaluate different population policies (China's One Child Policy /</li> </ul>	<p><b>Rationale:</b></p> <p>The living world is an important part of Geography, including this topic in Y9 is important because it widens student knowledge about the world that we live in. Students will have already explored some aspects of the living world in prior learning, this topic builds on that knowledge in particular relation to deserts and rainforests.</p> <p>This topic builds on students' knowledge of climate and allows them to make links to specific ecosystems, including the challenges and opportunities in this ecosystem.</p> <p><b>Key Knowledge / Skills Covered:</b></p> <ul style="list-style-type: none"> <li>• What an ecosystem is and how are the distributed around the world.</li> <li>• Rainforest features, including vegetation, climate, people and soils.</li> <li>• Adaptations in the rainforest and the reasons for their adaptations.</li> <li>• Opportunities and challenges in the rainforest.</li> <li>• Hot and cold desert features, including climate and soils</li> <li>• Adaptations in the hot desert.</li> <li>• Adaptations in the cold desert.</li> <li>• Opportunities and challenges in the desert</li> </ul>	<p><b>Rationale:</b></p> <p>As students have explored a variety of contemporary issues and challenges through the Geography curriculum at KS3, this unit allows students to see the 'bigger picture' to geography. This unit will allow students to explore a range of contemporary challenges which our future faces.</p> <p>Students will explore the impact of plastics in our ocean, climate change, the management of water and issues effecting the health of the planet.</p> <p>This unit will pull together students' place knowledge, knowledge of processes and their ability to assess, evaluate and make judgements.</p> <p>This unit is very relevant to students and will develop their life-long learning in Geography. This unit will either act an exciting end point to Geography for some students, however, for most it will provide them with an excellent foundation to pass onto KS4 GCSE Geography.</p> <p><b>Key Knowledge / Skills Covered:</b></p> <ul style="list-style-type: none"> <li>• Climate change causes (natural and human causes)</li> <li>• Climate change effects (social, economic, political and environmental)</li> <li>• Climate change management (mitigation and adaptations strategies</li> <li>• The distribution of water (scarcity and surplus)</li> <li>• The effects of water insecurity</li> <li>• Threats to Antarctica</li> <li>• Management and global governance of Antarctica</li> </ul>



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		<p>France’s pro-natalist policy / Indonesia’s transmigration policy).</p> <ul style="list-style-type: none"> <li>To understand ‘push’ ‘pull’ theory in the context of migration.</li> <li>To be able to understand the concept of sustainability in the context of population and consider whether this is achievable.</li> </ul>		<ul style="list-style-type: none"> <li>Global Pandemics (HIV). Distribution, effects and management.</li> <li>The plastic crisis – causes of plastic in our oceans</li> <li>Effects of plastic in our oceans</li> <li>The management of plastic in our oceans.</li> </ul>
	<p><b>Expected standard:</b> Students can explain physical processes that occur along rivers, coasts and in glacial regions. They will be able to describe how these environments can impact people.</p>	<p><b>Expected standard:</b> students can describe the demographic transition model, and its link to population change. They will be able to explain how urban and rural populations are changing, stating reasons why (economic, social and environmental).</p>	<p><b>Expected standard:</b> students can explain the link between location and climate, and explain how this affects plant and animal diversity in two locales (tropical rainforests and hot deserts).</p>	<p><b>Expected standard:</b> In this synoptic unit, students will use their geographical knowledge, understanding and skills to assess a range of contemporary issues, their impacts and possible solutions.</p>
<p><b>Key Technical Vocabulary</b></p>	<p>Erosion, transportation deposition, glacier, hard/soft engineering, hydraulic power, abrasion, attrition, Solution, spit, bar, delta, levee, gorge, ox-bow lake, meander, river cliff, slip-off slope, sediment, alluvium, interlocking spur, v-shaped valley, lateral erosion, drainage basin, tributary, confluence, velocity, plucking, corries, aretes pyramidal peaks and u-shaped valley.</p>	<p>Population, birth rate, death rate, demography, demographer, Demographic Transition Model, population pyramid, youthful population, ageing population, pro-natalist, anti-natalist, dependency ratio, sustainability, migration, push and pull factors.</p>	<p>Biodiversity, Canopy, Climate, Conservation, Deforestation, Ecotourism, Equator, Infertile soil, Mineral extraction, Selective logging, Subsistence farming, Sustainability, Adaptation, Aquifer, Arid, Commercial farming, Extreme temperatures, Overgrazing, Salinisation.</p>	<p>Gyre, climate change, fossil fuel, carbon dioxide, anthropogenic, methane, mitigation, adaptation, scarcity, surplus, Antarctica, governance, pandemic, political, management, sustainability.</p>
<p><b>Opportunities for Reading</b></p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zmvkxjs">https://www.bbc.co.uk/bitesize/topics/zmvkxjs</a> website offers extra reading and revision regarding the topics above at a KS3 standard. <a href="https://www.bbc.co.uk/bitesize/topics/z87k4j6">https://www.bbc.co.uk/bitesize/topics/z87k4j6</a> - website offers extra reading and revision regarding the topics above. This particular area of the BBC Bitesize website is at a GCSE standard, so more suited to HA students.</p>	<p><i>Factfulness: Ten Reasons We're Wrong About the World, and Why Things Are Better Than You Think</i> by Hans Rosling. An excellent book that uses graphs and data to examine the misconceptions about global wealth, inequality and development. An great read for HA students.</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/ztgw2hy">https://www.bbc.co.uk/bitesize/topics/ztgw2hy</a> website offers revision information, tests and video clips in line with the KS3 GNC and the topics investigated above.</p>	<p>For contemporary issues in the news, there is the Geography News site, which includes a variety of articles ‘in the news’ which will allow students to see real-life geography: <a href="http://www.newgeography.com/">http://www.newgeography.com/</a></p> <p><i>Climate Wars: The Fight For Survival As The World Overheats</i> by Gwynne Dyer.</p> <p><i>Prisoners of Geography</i> (2015) by Tim Marshall. Explores a variety of regions and the contemporary physical and human challenges affecting them.</p>
<p><b>Developing Cultural Capital</b></p>	<p>Students will understand the physical factors affecting coastal, river and glacial landscapes. They will understand how these places are changing, and the impacts that they may face in their own lives from flooding and coastal erosion.</p>	<p>Climate change and population growth are expected to put resources under increasing stress. This SOW will give students the power to understand these challenges as they continue to develop at a global level.</p>	<p>We further develop students’ understandings of difference, climate, and associated challenges. They will be exposed to significant global ecosystems, that are often under threat from human development.</p>	<p>Students’ cultural and global capital will be deepened through understanding and examining a range of contemporary challenges that will affect them in their lifetimes, from climate change to COVID-19.</p>



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<p><b>Cross Curricular Links</b> (Authentic Connections)</p>	<p><b>Maths</b> – Hydrograph interpretation  <b>English</b> - Flooding stories using SPaG  <b>Science</b> – Erosional processes to create landforms</p>	<p><b>Maths</b> – line graphs / population pyramids, dependency ratios.  <b>English</b> -literacy newspaper article of the China’s One Child Policy</p>	<p><b>Maths</b> – Climate graphs  <b>English</b> – Extended writing- opportunities in deserts and rainforests.  <b>Science</b> – Adaptations of plants and animals.</p>	<p><b>Science</b> – Climate change and recycling  <b>SMSC/Life skills</b> – Contemporary issues in relation to plastics  <b>Politics</b> – in relation to global governance of Antarctica.</p>
<p><b>Key Assessment</b></p>	<p><b>Assessment 1:</b>            End of Key Stage Assessment, covering key knowledge through (multiple choice) and a decision-making exercise in relation to Global Challenge, to assess students’ knowledge, but also skills in evaluation.</p>	<p><b>Assessment 2:</b> Students will be assessed on the topics completed so far in the year. Elements of place knowledge and Geographical skills will also be assessed in their assessment.</p>	<p><b>Assessment 3:</b>            This assessment will link geographical skills and past content from Y7 and Y8. Climate will be assessed along with Biomes and how plants adapt to certain environments.</p>	