

Geography KS3 Specification 2019-20

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| Fantastic Places - I'm on my way 7 lessons | | | | | | | Days that shook the world 10 lessons | | | | | | | Great Rivers – a focus on the UK and India 12 lessons | | | | | | | Tourism: the good, the bad and the ugly! 10 lessons | | | | | | | | | | | | | | | | | |
| Who wants to be a billionaire? 9 weeks | | | | | | | Fragile Ecosystems? 7 lessons | | | | | | | Frozen planet 11 lessons | | | | | | | Where are all the people? 12 lessons | | | | | | | | | | | | | | | | | |

*Suggested topic duration

Year 8 will incorporate some GCSE style work as a transition project at the end of Y8 (see topic 'Where are all the people?')

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| Topic Name: | Fantastic Places - I'm on my way! | | | |
| Suggested Duration: | 7 Lessons (7 weeks) | | | |
| Objective: | To build geographical skills for students, developing on learning in KS2 and supporting their understanding of mapping techniques and fundamental geographical concepts. | | | |
| Link to DfE Guidance: | <p>Locational Knowledge: "extend... locational knowledge and deepen... spatial awareness of the world's countries using maps of the world"</p> <p>Place Knowledge: "understand geographical similarities, differences and links between places through the study of human and physical geography"</p> <p>Human and Physical Geography: Understand physical geography relating to rocks, coasts and human geography relating to population.</p> <p>Geographical Skills & Fieldwork: "build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom..." "interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs"</p> | | | |
| Skills Developed: | Geographical: Reading maps; grid references; scale; atlas skills; interpretation of GIS systems; interpretation of photographs, including aerial and satellite | | | |
| Topic keywords: | <p>Emerging (E+, E & E-) Map; grid reference; ordnance survey; atlas; human; physical; symbol; latitude; longitude; equator; tropic of cancer; tropic of capricorn; GIS; satellite; aerial; contour lines</p> | <p>Developing (D+, D & D-) Map; grid reference; ordnance survey; atlas; human; physical; symbol; latitude; longitude; equator; tropic of cancer; tropic of capricorn; GIS; satellite; aerial; contour lines; triangulation pillars</p> | <p>Secure (S+, S, S-) Map; grid reference; ordnance survey; atlas; human; physical; symbol; latitude; longitude; equator; tropic of cancer; tropic of capricorn; Greenwich Meridian; International Date Line; GIS; satellite; aerial; contour lines; triangulation pillars and choropleth maps</p> | <p>Mastered (M+, M, M-) Map; grid reference; ordnance survey; atlas; human; physical; symbol; latitude; longitude; equator; tropic of cancer; tropic of capricorn; Greenwich Meridian; International Date Line; GIS; satellite; aerial; contour lines; triangulation pillars and choropleth maps</p> |
| Assessment Suggestions: | "Writing for persuasion" a project developing skills with GIS or "How do I get on the map?" – map skills project | | | |

| KS3 Geography Curriculum and Assessment: Fantastic Places - I'm on my way | | | | |
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| Subject Content & Case Studies | Emerging (E+, E & E-) | Developing (D+, D & D-) | Secure (S+, S & S-) | Mastered (M+, M & M-) |
| Use of Atlases | I am able to use the index and contents sections of an atlas. | I can use the atlas to find places. | I can confidently find information including places and country data from an atlas. | I can use an atlas with ease to find a wide variety of information. |
| Use of OS Maps – 4 and 6 figure grid references, scale, compass and contour lines Case Study ideas: Use local maps to build knowledge of The United Kingdom. Atlas can be used to build knowledge of Africa, Russia, China, India and the Middle East – focus on physical and human geog stats obtained and/or supported by the atlas. | I can use four figure grid references to find places. I can use six figure grid references to find places with support. I understand that maps use symbols to make them easier to read and can identify some of them using a key. I can understand how to measure the distance of a straight line on a map. I can identify contour lines on an OS map. | I can clearly use four figure grid references to find places. I can clearly use six figure grid references to find places. I can use a key to interpret map symbols. I can use the scale bar to calculate distances of straight lines and roads or rivers. I can describe physical geography using contour lines. | I can confidently use four figure grid references to find places. I can use six figure grid references to find places. I can use a key to interpret map symbols and can recognise at least three from memory. I can clearly use a scale bar to calculate distances of straight lines and roads or rivers. I can clearly describe physical geography using contour lines. | I can confidently use four and six figure grid references on OS maps. I can confidently use a key to interpret map symbols and can identify at least six from memory. I can confidently use a scale bar to calculate a variety of distances on maps. I can confidently describe physical geography using contour lines and work out the contour interval. |

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| <p>Latitude and Longitude</p> | <p>I can identify the major lines of latitude and longitude on a map.</p> | <p>I can identify the major lines of latitude and longitude on a map and remember their names.</p> <p>I can use latitude and longitude to locate places.</p> | <p>I can identify and draw the major lines of latitude and longitude on a map.</p> <p>I can use latitude and longitude with some success to locate places.</p> | <p>I can identify and draw the major and minor lines of latitude and longitude on a map.</p> <p>I can confidently use latitude and longitude to locate a range of places.</p> |
| <p>Aerial and Satellite Photographs/GIS</p> <p>Case Study: Identify major physical and human features of The United Kingdom</p> <p>Case Study: Develop knowledge of local geography – The United Kingdom</p> | <p>I can identify some physical and human features from aerial or satellite photographs, and begin to describe them.</p> <p>I am able to use some digital geographical systems such as Bing Maps or Google Earth.</p> | <p>I can identify some physical and human features from aerial or satellite photographs, and describe them in detail.</p> <p>I can use digital geographical systems to plan routes, find information and photographs.</p> | <p>I can identify a range of physical and human features from aerial or satellite photographs, and describe them in detail.</p> <p>I can use with some ease digital geographical systems to plan routes, find information and photographs.</p> | <p>I can identify a range of physical and human features from aerial or satellite photographs, and begin to explain the processes which created them.</p> <p>I can confidently use a range of digital geographical systems to gather a range of information.</p> |

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| Topic Name: | Frozen Planet | | | |
| Suggested Duration: | 11 Lessons (11 weeks) | | | |
| Objective: | To understand how parts of the planet have been shaped by the movement of ice. | | | |
| Link to DfE Guidance: | <p>Locational Knowledge: “extend... locational knowledge and deepen... spatial awareness of the world’s countries using maps of the world to focus on... Asia (including China)... focusing on environmental regions, including polar and hot deserts, key physical and human characteristics”</p> <p>Place Knowledge: “understand geographical similarities, differences and links between places through the study of human and physical geography of... a region within Asia”</p> <p>Human and Physical Geography: “physical geography relating to: geological timescales... rocks, weathering and soils; ...the change in climate from the Ice Age to the present; and glaciation, 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> <p>Geographical Skills & Fieldwork: “build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom...” “interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs”</p> | | | |
| Skills Developed: | Geographical Skills: Use of diagrams; use of graphs (line and bar); use of OS maps and atlases; geographical writing | | | |
| Topic keywords: | <p>Emerging (E+, E & E-) Ice age, era, eon, glacier, weathering, physical, biological, chemical, abrasion, plucking, corrie, u-shaped valley, moraine, erratic, drumlin, avalanche, impact, effect</p> | <p>Developing (D+, D & D-) Ice age, glacial, interglacial, Holocene, quaternary, era, eon, weathering, physical, biological, chemical, freeze-thaw, onion skin, abrasion, plucking, corrie, u-shaped valley,</p> | <p>Secure (S+, S, S-) Ice age, glacial, interglacial, Holocene, quaternary, era, eon, weathering, physical, biological, chemical, freeze-thaw, onion skin, abrasion, plucking, corrie, u-shaped valley, corrie, pyramidal peak, moraine, erratic, drumlin, avalanche, powder, slab, social, economic, environmental</p> | <p>Mastered (M+, M, M-) Ice age, glacial, interglacial, Holocene, quaternary, era, eon, weathering, physical, biological, chemical, freeze-thaw, onion skin, abrasion, plucking, corrie, u-shaped valley, corrie, pyramidal peak, hanging valley, truncated spur, ribbon lake, moraine, erratic, drumlin, avalanche, powder, slab, social, economic, environmental</p> |
| Assessment Suggestions: | As cold as ice? – the attractions and threats of mountain environments – essay or comprehension activity, legacy GCSE papers to gather evidence of progress and SDL project as end of unit assessment | | | |

| KS3 Geography Curriculum and Assessment: Frozen Planet | | | | |
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| Subject Content & Case Studies | Emerging (E+, E & E-) | Developing (D+, D & D-) | Secure (S+, S & S-) | Mastered (M+, M & M-) |
| Geological Time and Ice Ages | <p>I can identify some different geographical timescales.</p> <p>I can describe how global temperature and ice extent have changed over time.</p> | <p>I can name and describe at least two different geographical timescales.</p> <p>I can use evidence to describe how global temperature and ice extent have changed over time.</p> | <p>I can name and describe at least four different geographical timescales.</p> <p>I can use evidence to describe with reasonable detail how global temperature and ice extent have changed over time.</p> | <p>I can name and describe a range of geographical timescales in order.</p> <p>I can describe and begin to explain how global temperature and ice extent have changed over time.</p> |
| Weathering | <p>I can describe what weathering is and identify how physical, biological and chemical weathering may occur.</p> | <p>I can describe and explain the main types of physical, biological and chemical weathering.</p> | <p>I can describe and explain with some detail the main types of physical, biological and chemical weathering.</p> | <p>I can describe and explain the main types of physical, biological and chemical weathering, and understand how they interact with each other and erosional processes to create features.</p> |
| Erosional Features | <p>I can name the two main types of erosion caused by glaciers.</p> <p>I can describe how a glacier is formed.</p> | <p>I can describe the two main types of erosion caused by glaciers.</p> <p>I can explain how a glacier is formed.</p> | <p>I can describe with reasonable detail the two main types of erosion caused by glaciers.</p> <p>I can clearly explain how a glacier is formed.</p> | <p>I can explain how a glacier erodes by abrasion and plucking.</p> <p>I can explain in detail how a glacier is formed.</p> |

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| | I can describe how a glacier can erode to form a corrie and a u-shaped valley. | I can explain how a glacier erodes to form a corrie, an arête, a pyramidal peak and a u-shaped valley. | I can explain how a glacier erodes to form a corrie, an arête, a pyramidal peak and a u-shaped valley. | I can explain how a glacier creates a variety of erosional features including corries, arêtes, pyramidal peaks and u-shaped valleys. |
| Depositional Features | I can describe the size, shape and content of a moraine, a drumlin and an erratic. | I can describe the main types of moraine, a drumlin and an erratic and explain how they are formed. | I can describe with some detail the main types of moraine, a drumlin and an erratic and explain how they are formed. | I can identify and explain the main types of moraine, a drumlin and an erratic and explain their formation and connect this to weathering and erosional processes. |
| Glaciated Environment – a focus on the Lake District | I can describe the geography of a previously glaciated region of the UK such as the Lake District. | I can describe and explain the geography of a previously glaciated region of the UK, such as the Lake District. | I can describe and explain and quote at least one process the geography of a previously glaciated region of the UK, such as the Lake District. | I can describe and explain using processes the geography of a previously glaciated region of the UK, such as the Lake District. |
| Climate change | I can describe what climate change is and how it is affecting glaciers. | I can describe how climate change is affecting glaciers. | I can explain how climate change is affecting glaciers and name at least one example. | I can explain how climate change is affecting glaciers and use examples and numerical data to show this. |

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| Topic Name: | Great Rivers – a focus on the UK and India | | | |
| Suggested Duration: | 12 weeks (12 lessons) | | | |
| Objective: | To understand how rivers shape the land and why they are important. | | | |
| Link to DfE Guidance: | <p>Locational Knowledge: “extend... locational knowledge and deepen... spatial awareness of the world’s countries using maps of the world to focus on... Asia (including China)... Africa... focusing on key physical and human characteristics”</p> <p>Place Knowledge: “understand geographical similarities, differences and links between places through the study of human and physical geography including a region in Asia... region in Africa”</p> <p>Human and Physical Geography: “physical geography relating to... rocks, weathering, soils... hydrology”, 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> <p>Geographical Skills & Fieldwork: “build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom...” “interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs”</p> | | | |
| Skills Developed: | Geographical Skills: OS Maps; developing diagram drawing and annotating; research; using photographs and graphs; f “use Geographical Information Systems (GIS) to view, analyse and interpret places and data” fieldwork | | | |
| Topic keywords) | <p>Emerging (E+, E & E-) River, erosion, abrasion, hydraulic action, attrition, solution, transport, waterfall, gorge, meander, ox bow, floodplain, levee, flood, physical, human, dam, management</p> | <p>Developing (D+, D & D-) River, erosion, abrasion, hydraulic action, attrition, solution, transport, deposition, waterfall, gorge, meander, ox bow, floodplain, levee, flood, physical, human, dam, management</p> | <p>Secure (S+, S, S-) River, erosion, abrasion, hydraulic action, attrition, solution, transport, traction, saltation, suspension, solution, waterfall, gorge, plunge pool, meander, ox bow, river cliff, slip off slope, floodplain, levee, flood, physical, human, hard engineering, dam, management</p> | <p>Mastered (M+, M, M-) River, upper course, lower course, middle course, erosion, abrasion, hydraulic action, attrition, solution, transport, traction, saltation, suspension, solution, energy, waterfall, gorge, plunge pool, retreat, undercut, meander, ox bow, thalweg, river cliff, slip off slope, floodplain, alluvium, levee, flood, physical, human, hard engineering, dam, management, + other engineering method relevant to local area</p> |
| Assessment Suggestions: | Where has my glass of water been before? – long profile processes and landforms, or Is it really a water world? – synoptic links to skills | | | |

| KS3 Geography Curriculum and Assessment: Great Rivers – a focus on the UK and India | | | | |
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| Subject Content & Case Studies | Emerging E+, E & E- | Developing (D+, D & D-) | Secure (S+, S & S-) | Mastered (M+, M & M-) |
| River Basics | <p>I can name the four main types of erosion caused by rivers.</p> <p>I can describe how a river transports its load.</p> <p>I can label basic river features such as source and mouth on a provided diagram.</p> | <p>I can list the four main processes of fluvial erosion.</p> <p>I can list the four main processes of river transport.</p> <p>I can draw a diagram of a river's long profile and label some features.</p> | <p>I can clearly describe the four main processes of fluvial erosion.</p> <p>I can clearly describe the four main processes of river transport.</p> <p>I can draw an annotated diagram of a river's long profile and label some features.</p> | <p>I can explain the four main processes of fluvial erosion.</p> <p>I can explain how the four main processes of transport are linked to river energy.</p> <p>I can confidently draw a long profile and add several labels to it.</p> |
| <p>Erosional Features</p> <p>Case Study: Features of a local river (The UK – fieldwork opportunity) compared to features of the Ganges (India)</p> | <p>I can describe how a waterfall and gorge is formed, using a basic description of the processes in order.</p> <p>I can describe how a meander and oxbow lake is formed, using a basic description of the processes in order.</p> | <p>I can provide a sequence for waterfall and gorge formation, and I can list some reasons behind this process, including some geographical keywords.</p> <p>I can provide a description of meander and ox bow lake formation, and I begin to explain the reasons behind this process, including some geographical keywords.</p> | <p>I can provide a detailed description of waterfall and gorge formation, and I can begin to explain the reasons behind this process, including some geographical keywords.</p> <p>I can provide a detailed description of meander and ox bow lake formation, and I begin to explain the reasons behind this process, including some geographical keywords.</p> | <p>I can provide a good explanation of waterfall and gorge formation, including appropriate keywords and clear ordering to my answer.</p> <p>I can provide a good explanation of meander and ox bow lake formation, including appropriate keywords and clear ordering to my answer.</p> |

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| <p>Deposition and Flooding</p> <p>Case Study: Features of a local river (The UK – fieldwork opportunity) compared to features of the Ganges (India)</p> <p>Case Study: UK Flooding vs Indian Flooding (e.g. 2015 UK Floods vs 2013 Ganges Floods)</p> | <p>I can describe how levees and floodplains are formed, using a basic description of the processes in order.</p> <p>I can draw a basic storm hydrograph.</p> <p>I can state some reasons why a flood might happen, and describe some of the impacts they can have. I can remember some specific details about a flooding case study and can describe one way in which they are different.</p> | <p>I can provide a description of levee and floodplain formation, and I begin to explain the reasons behind this process, including some geographical keywords.</p> <p>I can draw a basic storm hydrograph and write two sentences to describe what it shows and means.</p> <p>I can describe the causes, effects, and responses to a flood, including specific details about a case study. I can begin to draw comparisons between two contrasting events.</p> | <p>I can provide a detailed description of levee and floodplain formation, and I begin to explain the reasons behind this process, including some geographical keywords.</p> <p>I can interpret and draw a basic storm hydrograph.</p> <p>I can clearly describe the causes, effects, and responses to a flood, including specific details about a case study. I can begin to draw comparisons between two contrasting events.</p> | <p>I can provide a good explanation of levee and floodplain formation, including appropriate keywords and clear ordering to my answer.</p> <p>I can draw, interpret and analyse a storm hydrograph.</p> <p>I can confidently describe the causes, effects and responses to a flood, using specific details to compare two contrasting case studies. I can begin to divide my ideas into social, economic and environmental impacts.</p> |
| <p>Flood Management</p> <p>Case Study: Three Gorges Dam (China)</p> <p>Local flood protection scheme (UK)</p> | <p>I can identify how a flood could be stopped and I can describe one flood management method.</p> | <p>I can identify factors which can make flooding worse, and describe two methods of flood management.</p> | <p>I can clearly identify factors which can make flooding worse, and describe two methods of flood management.</p> | <p>I can confidently identify factors which make flooding worse, and I can describe in detail two methods of flood management, using case study information as appropriate.</p> |

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| Topic Name: | Days that shook the World | | | |
| Suggested Duration: | 10 weeks (10 lessons) | | | |
| Objective: | To understand how volcanoes and earthquakes impact humans. | | | |
| Link to DfE Guidance: | <p>Locational Knowledge: “extend... locational knowledge and deepen... spatial awareness of the world’s countries using maps of the world to focus on... Asia (including China)... Africa... focusing on key physical and human characteristics”</p> <p>Place Knowledge: “understand geographical similarities, differences and links between places through the study of human and physical geography including a region in Asia... region in Africa”</p> <p>Human and Physical Geography: “physical geography relating to... geological timescales and tectonics” “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> <p>Geographical Skills & Fieldwork: “build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom...” “interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs” “use Geographical Information Systems (GIS) to view, analyse and interpret places and data”</p> | | | |
| Skills Developed: | Geographical Skills: Map skills; atlas skills; geographical research; use of graphs and diagrams; thematic maps | | | |
| Topic keywords: | Emerging (E+, E & E-) Plate; continental; oceanic; volcano; vent; magma; lava; ash cloud; earthquake; causes; effects; responses; | Developing (D+, D & D-) Plate; continental; oceanic; plate boundary; shield; composite; volcano; vent; magma; lava; ash cloud; pyroclastic flow; earthquake; causes; effects; responses; Richter | Secure (S+, S & S-) Plate; continental; oceanic; plate boundary; shield; composite; volcano; vent; magma; lava; ash cloud; pyroclastic flow; earthquake; causes; effects; responses; Mercalli; Richter | Mastered (M+, M & M-) Plate; continental; oceanic; plate boundary; collision; constructive; destructive; conservative; shield; composite; volcano; vent; magma; lava; ash cloud; pyroclastic flow; earthquake; causes; effects; responses; Mercalli; Richter |
| Assignment Suggestions: | TBQ: Earthquakes don’t kill people... really? Legacy exam paper – FT for a summative exam | | | |

| KS3 Geography Curriculum and Assessment: Days that shook the world | | | | |
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| Subject Content & Case Studies | Emerging E+, E & E- | Developing (D+, D & D-) | Secure (S+, S & S-) | Mastered (M+, M & M-) |
| Plate tectonic theory | <p>I can describe the ways in which the earth has changed over time.</p> <p>I understand that there are two types of plate, and that they can meet in a variety of ways.</p> | <p>I can describe how the continents used to be joined together.</p> <p>I can describe differences between two types of plates.</p> | <p>I can describe how the continents have moved over time.</p> <p>I can describe differences between two types of plates and draw a diagram to show how they can meet.</p> | <p>I can begin to explain how and why the continents moved over time.</p> <p>I can clearly describe the differences between plates and explain the four ways in which they meet.</p> |
| Volcanoes <i>Case Study: an African volcano (e.g. Nyiragongo, Ertu Ale, Dallol etc)</i> | <p>I can describe the basic features of a volcano.</p> <p>I can draw a diagram and label the basic features of a volcano.</p> <p>I can describe the causes, effects and responses of and to a volcano in Africa.</p> | <p>I can list the basic features of the two main types of volcano.</p> <p>I can draw two types of volcanoes.</p> <p>I can give causes, effects and responses to an African volcanic eruption.</p> | <p>I can compare the basic features of the two main types of volcano.</p> <p>I can draw and label a diagram of the two types of volcano.</p> <p>I can give specific causes, effects and responses to an African volcanic eruption.</p> | <p>I can describe and explain the features of the two main types of volcano.</p> <p>I can draw and annotate a diagram of the two types of volcano.</p> <p>I can give specific causes, effects (divided into social, economic and environmental) and responses to an African volcanic eruption.</p> |
| Earthquakes | I can describe how an earthquake happens. | I can explain how an earthquake happens. | I can explain how an earthquake happens. | I can explain in detail how an earthquake happens. |

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| <p>Case Study: an Asian earthquake, specifically in China or India.</p> | <p>I recognise that earthquakes can be measured in a number of ways.</p> <p>I can describe the causes, effects and responses of and to an earthquake in Asia.</p> <p>I can identify that some earthquakes are more deadly than others and begin to offer suggestions as to why.</p> | <p>I can describe how either the Mercalli or Richter scales measure earthquakes.</p> <p>I can give specific causes, effects and responses to an Asian earthquake.</p> <p>I can describe and explain some reasons why earthquakes are more deadly than others.</p> | <p>I can describe how either the Mercalli or Richter scales measure earthquakes.</p> <p>I can give specific causes, effects and responses to an Asian earthquake.</p> <p>I can describe and explain some reasons why earthquakes are more deadly than others.</p> | <p>I can describe how the Mercalli and Richter scales measure earthquakes.</p> <p>I can give specific causes, effects (divided into social, economic and environmental) and responses to an Asian earthquake.</p> <p>I can confidently explain the reasons why some earthquakes may be more deadly than others.</p> |
| <p>Living with volcanoes and earthquakes</p> | <p>I can describe how earthquakes and volcanoes can be predicted and monitored.</p> | <p>I can describe and draw ways in which earthquakes and volcanoes can be predicted and monitored.</p> | <p>I can clearly describe and draw ways in which earthquakes and volcanoes can be predicted and monitored.</p> | <p>I can confidently explain and draw ways in which earthquakes and volcanoes can be predicted and monitored.</p> |

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| Topic Name: | Fragile Ecosystems? | | | |
| Suggested Duration: | 7 weeks (7 lessons) | | | |
| Objective: | To understand the distribution and importance of ecosystems. To discover how animals and plants survive in desert environments. | | | |
| Link to DfE Guidance: | <p>Locational Knowledge: “extend... locational knowledge and deepen... spatial awareness of the world’s countries using maps of the world to focus on... Asia (including India)... focusing on key physical and human characteristics”</p> <p>Place Knowledge: “understand geographical similarities, differences and links between places through the study of human and physical geography including a region in Africa”</p> <p>Human and Physical Geography: “physical geography relating to... weather and climate” “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> <p>Geographical Skills & Fieldwork: “build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom...” “interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs” “use Geographical Information Systems (GIS) to view, analyse and interpret places and data” Additional opportunity for fieldwork: “use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information”</p> | | | |
| Skills Developed: | Geographical skills: Use of diagrams; use of maps; interpretation of graphs; statistical information; drawing diagrams; geographical writing and research | | | |
| Topic keywords: | Emerging E+, E & E-) Desert; climate; weather; climate graph; adaptation; exploit; physical; human, carbon; nutrients | Developing (D+, D & D-) Desert; climate; weather; climate graph; distribution; adaptation; exploit; physical; human; carbon; nutrients | Secure (S+, S & S-) Desert; climate; weather; climate graph; distribution; adaptation; exploit; physical; human; carbon; nutrients | Mastered (M+, M & M-) Desert; climate; weather; climate graph; distribution; adaptation; exploit; physical; human; carbon; nutrients |
| Assessment Suggestions: | Legacy GCSE papers for skill based question and then free writing about a current topical issue like a comprehensive style? | | | |

| KS3 Geography Curriculum and Assessment: Fragile Ecosystems? | | | | |
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| Subject Content & Case Studies | Emerging E+, E & E-) | Developing (D+, D & D-) | Secure (S+, S & S-) | Mastered (M+, M & M-) |
| The location and characteristics of global ecosystems | <p>I can describe the location of hot and cold deserts</p> <p>I can describe the climatic characteristics of hot and cold deserts</p> | <p>I can describe the location of hot and cold deserts using examples</p> <p>I can describe and begin to explain the climatic characteristics of hot and cold deserts</p> | <p>I can clearly describe the location of hot and cold deserts using examples</p> <p>I can clearly describe and begin to explain the climatic characteristics of hot and cold deserts</p> | <p>I can clearly describe the location of hot and cold deserts using examples and begin to explain the reasons for this distribution</p> <p>I can describe and clearly explain the climatic characteristics of hot and cold deserts</p> |
| Nutrient and carbon cycles | I can describe the carbon and nutrient cycles. | I can describe the carbon and nutrient cycles and link to rainforests. | I can draw and clearly describe the carbon and nutrient cycles and link to rainforests. | I can confidently draw and describe the carbon and nutrient cycles and link to rainforests. |
| Adaptations to rainforest and desert environments Examples: Sahara Desert and Amazon Rainforest | <p>I can describe some animal adaptations to desert environments</p> <p>I can describe how humans have adapted to deal with desert environments, using some examples</p> | <p>I can describe and begin to explain animal and plant adaptations to desert environments</p> <p>I can describe and begin to explain how humans have adapted to deal with desert environments, using examples</p> | <p>I can describe in detail and begin to explain animal and plant adaptations to desert environments</p> <p>I can clearly describe and begin to explain how humans have adapted to deal with desert environments, using clear examples</p> | <p>I can describe and explain in detail plant and animal adaptations to desert environments</p> <p>I can clearly describe and explain how humans have adapted to deal with desert environments, using specific and varied case studies</p> |

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| Topic Name: | Who wants to be billionaire? | | | |
| Suggested Duration: | 9 weeks (9 lessons) | | | |
| Objective: | To understand how development varies around the world. | | | |
| Link to DfE Guidance: | <p>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”</p> <p>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”</p> <p>Human and Physical Geography: “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” “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> <p>Geographical Skills & Fieldwork: “build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom...” “interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs” “use Geographical Information Systems (GIS) to view, analyse and interpret places and data”</p> | | | |
| Skills Developed: | Geographical Skills: Interpretation of maps and diagrams; data sets; statistics; use of graphs and databases; | | | |
| Topic keywords: | Emerging E+, E & E-) Primary; secondary; tertiary; quaternary; employment; sector; change; development; HIC;LIC;poverty | Developing (D+, D & D-) Primary; secondary; tertiary; quaternary; employment; sector; change; development ;HIC;LIC; indicator; poverty | Secure (S+, S & S-) Primary; secondary; tertiary; quaternary; employment; sector; change; development; HIC;LIC;NEE;HDI; indicator; poverty | Mastered (M+, M & M-) Primary; secondary; tertiary; quaternary; employment; sector; change; development HIC;LIC;NEE;HDI; indicator; poverty |
| Assessment Suggestions: | How does a farmer become a banker? Why do people live in poverty? Opinion based essay question – application of knowledge | | | |

| KS3 Geography Curriculum and Assessment: Who wants to be a billionaire? | | | | |
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| Subject Content & Case Studies | Emerging (E+, E & E-) | Developing (D+, D & D-) | Secure (S+, S & S-) | Mastered (M+, M & M-) |
| What is development? | I can define development. | I can define development and give two examples of this differs round the world. | I can clearly define development and give a range of examples of this differs around the world. | I can confidently define development and begin to use GCSE terminology to example this around the world. |
| How can development be measured? | I can describe what an indicator of development means. I can list at three examples of how development can be measured. | I can describe what an indicator of development means. I can describe at least four examples of how development can be measured. | I can clearly describe what an indicator of development means. I can clearly describe at least five examples of how development can be measured and begin to use GCSE terms. | I can confidently describe what an indicator of development means. I can confidently describe at least five examples of how development can be measured and use GCSE classifications. |
| Who do people live in poverty? Examples: UK, Africa, Asia and The Middle East, Russia | I can define poverty and describe how this varies within the UK and around the world. | I can define poverty and describe how this varies within the UK and around the world and give named examples. | I can clearly define poverty and describe how this varies within the UK and around the world using examples from Russia and UK. | I can clearly define poverty and describe how this varies within the UK and around the world using examples from Russia, UK, the Middle East, Africa and Asia. |

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| Topic Name: | Where are the all the people? | | | |
| Suggested Duration: | 12 lessons (12 weeks) | | | |
| Objective: | To enable students to explore their world around them using demographic data. To undertake a DME activity | | | |
| Link to DfE Guidance: | <p>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”</p> <p>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”</p> <p>Human and Physical Geography: “physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts” “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” 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> <p>Geographical Skills & Fieldwork: “build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom...” “interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs” “use Geographical Information Systems (GIS) to view, analyse and interpret places and data” Additional opportunity for fieldwork:</p> | | | |
| Skills Developed: | Geographical skills: Use of diagrams; use of maps; interpretation of graphs; statistical information; drawing diagrams; geographical writing and research | | | |
| Topic key words: | Emerging E+, E & E-) Population; population density; dense; sparse; urban; rural; urbanisation; pyramid; Easterinaztion; | Developing (D+, D & D-) Population; population density; dense; sparse; urban; rural; urbanisation; pyramid; Easterinaztion; push;pull; megacity | Secure (S+, S & S-) Population; population density; dense; sparse; urban; rural; urbanisation; pyramid; Easterinaztion; push;pull; globalisation; megacity | Mastered (M+, M & M-) Population; population density; dense; sparse; urban; rural; urbanisation; pyramid; Easterinaztion; push;pull; globalisation; megacity; world city; urbanism |
| Assessment Suggestions: | Who are the winners and losers in megacities? A focus on NEEs of Asia. | | | |

| KS3 Geography Curriculum and Assessment: Where all the people? | | | | |
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| Subject Content & Case Studies | Emerging (E+, E & E-) | Developing (D+, D & D-) | Secure (S+, S & S-) | Mastered (M+, M & M-) |
| Population distribution | <p>I can describe how people are spread out around the world.</p> <p>I can use maps and graphs to see some patterns of where most people live.</p> <p>I can begin to understand how physical and human geography can be used to show where all the people live.</p> | <p>I can describe how people are spread out around the world using two key terms and examples.</p> <p>I can use maps and graphs to make patterns of where most people live.</p> <p>I can understand how physical and human geography can be used to show where all the people live.</p> | <p>I can use key terms and at least three examples to give reasons for why people are spread out around the world.</p> <p>I can use maps and graphs to identify patterns of where most people live and link map skills.</p> <p>I can use physical and human factors to understand where all the people live and give contrasting examples.</p> | <p>I can use key terms and a range of examples to give reasons for why people are spread out around the world.</p> <p>I can use maps and graphs to identify patterns of where most people live and link map skills and begin to see exceptions.</p> <p>I can explain how physical and human factors to understand where all the people live and give contrasting examples.</p> |
| How is Asia being transformed? | <p>I can locate Asia on a map and use geographical atlas skills to do this.</p> <p>I can name at least two countries in Asia.</p> <p>I can name at least two cities in Asia.</p> | <p>I can describe and locate Asia on a map and use geographical atlas skills to do this.</p> <p>I can name at least three countries in Asia.</p> | <p>I can describe with some detail Asia on a map and use geographical atlas skills to do this.</p> <p>I can name a range of countries in Asia.</p> | <p>I can describe with some detail Asia on a range of maps and use geographical atlas skills to do this.</p> <p>I can name a varied range of countries in Asia.</p> |

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| | <p>I can list two big main reasons why Asia is being transformed.</p> <p>I can infer from pictures at least one reason why Asia is being transformed.</p> | <p>I can name at least three cities in Asia.</p> <p>I can list some reasons why Asia is being transformed.</p> <p>I can infer from pictures reasons why Asia is being transformed.</p> <p>I can draw and complete a population pyramid of India and the UK.</p> | <p>I can name a range of cities in Asia.</p> <p>I can describe a range of reasons to show why Asia is being transformed.</p> <p>I can infer from pictures a range of reasons to show why Asia is being transformed.</p> <p>I can draw and annotate a population for India and compare to the UK.</p> | <p>I can name a varied range of cities in Asia.</p> <p>I can explain a range of reasons to show why Asia is being transformed.</p> <p>I can infer from pictures a range of reasons to show why Asia is being transformed using key terms.</p> <p>I can draw and annotate a population for India and compare with reasons to the UK.</p> |
| <p>Case study: A focus on India</p> | <p>I can use my knowledge of Asia to locate India and list why it is changing.</p> <p>I can use at least one sentence to detail the history of India.</p> <p>I can define globalisation and Easternization and make a link to India.</p> <p>I can present my work a fun and creative way with at</p> | <p>I can use my knowledge of Asia to locate India and list at least three reasons to show why it is changing.</p> <p>I can use at least two sentences to detail the history of India.</p> <p>I can show how globalisation and Easternization are changing India.</p> | <p>I can use my knowledge of Asia to locate India and use key terms and processes to evidence how and why it is changing.</p> <p>I can use at least three sentences to detail the history of India.</p> <p>I can describe how globalisation and Easternization are changing India.</p> | <p>I can use my knowledge of Asia to locate India and use key terms and processes to give a range of evidence how and why it is changing.</p> <p>I can write in detail the history of India.</p> <p>I can explain how globalisation and Easternization are changing India.</p> |

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| | least one reason for my choice. | I can present my work a fun and creative way with reasons for my choice. | I can present my work a fun and creative way and justify my choice. | I can present my work a fun and creative way and include a detailed justification of my choice. |
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| Topic Name: | Tourism: the good, the bad and the ugly! | | | |
| Suggested Duration: | 10 lessons (10 weeks) | | | |
| Objective: | To enable students to explore their world around them using demographic data. | | | |
| Link to DfE Guidance: | <p>Locational Knowledge: “extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Europe, including Russia, North and South America</p> <p>Place Knowledge: “understand geographical similarities, differences and links between places through the study of human and physical geography of a region of the UK, European country and North or South America.</p> <p>Human and Physical Geography: “physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts” “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” 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> <p>Geographical Skills & Fieldwork: “build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom...” “interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs” digitally mapped data.</p> | | | |
| Skills Developed: | Geographical skills: Use of diagrams; use of maps; interpretation of graphs; statistical information; drawing diagrams; geographical writing and research | | | |
| Topic key words: | Emerging E+, E & E-) Place; space; travel, tourism, tourist, global, international, domestic, environmental, sustainable, impact, context, evidence, list of sources | Developing (D+, D & D-) Place; space; travel, tourism, tourist, global, international, domestic, environmental, eco, sustainable, responsible, impact, context evidence; analysis; conclusion; evaluation; reference list | Secure (S+, S & S-) Place; space; travel, tourism, tourist, global, international, domestic, tertiary, environmental, eco, sustainable, responsible, impact, context evidence; analysis; conclusion; evaluation; referencing and reference list | Mastered (M+, M & M-) Place; space; travel, tourism, tourist, tertiary, global, international, domestic, environmental, eco, sustainable, responsible impact, context evidence; analysis; conclusion; evaluation; referencing and reference list |
| Assessment ideas | SDL project on future of tourism | | | |

| KS3 Geography Curriculum and Assessment: Tourism: the good, the bad and the ugly! | | | | |
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| Subject Content & Case Studies | Emerging E+, E & E- | Developing (D+, D & D-) | Secure (S+, S & S-) | Mastered (M+, M & M-) |
| Place | I can define tourism and use my local area as an example. | I can define tourism and use at least two examples. | I can define tourism and use a least three examples. | I can define tourism and use a range of examples. |
| Impacts of tourism | <p>I can list some impacts of tourism.</p> <p>I can use some geographical skills to describe the impacts of tourism.</p> | <p>I can list at least three list impacts of tourism.</p> <p>I can use my geographical skills to describe the impacts of tourism.</p> | <p>I can describe the impacts of tourism using different tourist destinations and begin to make connections between them.</p> <p>I can use my geographical skills to explain the impacts of tourism.</p> | <p>I can explain with examples the impacts of tourism using different tourist destinations and begin to make connections between them.</p> <p>I can use my geographical skills to Evaluate the impacts of tourism.</p> |
| Future of tourism | <p>I can hypothesise about the future of tourism.</p> <p>I can collect data to evidence that shows the future of tourism.</p> | <p>I can hypothesise to investigate the future of tourism.</p> <p>I can collect at least two pieces of data to evidence</p> | I can hypothesise to investigate the future of tourism with some geographical context. | I can hypothesise to investigate the future of tourism and include a geographical context. |

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| | <p>I can use one piece of data that I have collected and draw an appropriate graph or table etc to show my results.</p> <p>I can give at least one reason for the results I have found.</p> <p>I can write at least one sentence to conclude my investigation.</p> <p>I can write at least one sentence to show how I could improve my investigation.</p> <p>I can include a reference list.</p> | <p>what I think the future of tourism is.</p> <p>I can use two pieces of data that I have collected and draw an appropriate graph or table etc to show my results.</p> <p>I can give at least two reasons for the results I have found.</p> <p>I can write at least two sentences to conclude my investigation.</p> <p>I can write at least two sentences to show how I could improve my investigation.</p> <p>I can include a reference list.</p> | <p>I can collect at least three pieces of data to evidence the future of tourism.</p> <p>I can use three pieces of data that I have collected and draw an appropriate graph or table etc to show my results.</p> <p>I can give at least three reasons for the results I have found with key terms and start to make connections between them.</p> <p>I can write at least three sentences to conclude my investigation with evidence from my data presentation.</p> <p>I can write at least three sentences to explain how I could improve my investigation.</p> <p>I can include a reference list with some annotations.</p> | <p>I can collect at least three pieces of data to evidence the future of tourism.</p> <p>I can use three pieces of data that I have collected and draw an appropriate graph or table etc to show my results and make connections between them.</p> <p>I can explain using key terms at least three reasons for the results I have found and make connections between them.</p> <p>I can write at depth to conclude my investigation with evidence from my data presentation.</p> <p>I can begin to use evaluative sentences to explain how I could improve my investigation.</p> <p>I can include a reference list with some evaluative annotations.</p> |
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