Key Stage 3 Overview 2020/21 - Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	**Map Skills**	**Map Skills**	**Fantastic Places**	**Fantastic Places**	**Your Geography**	**Your Geography**
	Map skills revolve around spatial thinking. Without it, students can't really comprehend the phenomena related to spaces and places around them which we teach in later units. This term pupils are introduced to geography as a subject and begin categorise and sort the natural world around them into human and physical features. They then develop skills to be able to locate places and features on a map.	This unit continues to build on prior learning, expanding on skills needed to locate geographical features on a map with greater accuracy. Pupils will also learn skills that help them visualise 2D map representations as 3D features, as well as understanding map scale.	Throughout this unit of work students are able to explore places from each corner of the world with ranging cultures, landscapes and environments. Students will come to understand these spaces and places through learning about the physical processes involved in geography such as the water cycle, river and coastal erosion and weather and climate. Students will learn what erosion is, how erosion shapes the land, landforms created by coastal and river erosion. Students will then learn how humans interact with the world that has been shaped by these processes.	Students will continue to build on their knowledge and begin to apply it to further understand not only spaces and places around the world but how these spaces and places develop and change. Through investigating human geography such as migration, rural to urban migration and population density, the opportunities and challenges faced in developing environments will be investigated as will the effect on the sustainability of a place or space.	Following on from the Fantastic Places unit of work which looks at many aspects of Geography at a global scale, in this unit students are looking much closer to home. Pontefract and the surrounding areas is the main focus and students will study how the town has changed in terms of the rise and subsequent fall of the primary sector, changes in secondary and tertiary sectors. For example the decline of the high street, concurrent with the rise of out of town shopping and entertainment.	Students will also study how globalisation has had an impact on the local area. This will be followed by a study of a local small scale ecosystem where students will study interacts, food chains and food webs.

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Year 8	**Extreme Environments**		**Urban Issues**		**Tectonic Hazards** (Jar)	
	There are 7 main global biomes: Tundra, Desert, Tropical Rainforest, Grassland, Temperate deciduous forest, Coniferous forest. The biome locations are affected by a number of factors including latitude. Climate graphs are a useful way to analyse a biomes unique climate as they show the temperature and precipitation averages over time. Tropical rainforest biome: interdependence between its different components including climate, soil, vegetation and wildlife. People use tropical rainforests for a range of activities and products. These activities have wide ranging impacts on the tropical rainforest and its people.	Hot desert biome: interdependence between its different components including climate, soil, vegetation and wildlife. The different climate compared to the tropical rainforest results in lower levels of biodiversity. Indigenous communities use the desert to support different aspects of their culture including, food, clothing, employment and beliefs. People's use of the desert fringe areas for different activities can result in desertification as the land becomes degraded. Tundra biome: interdependence between its different components including climate, soil, vegetation and wildlife. Indigenous communities use the desert to support different aspects of their culture including, food, clothing, employment and beliefs. These tundra regions are now threatened due to a range of human activities including fossil fuel extraction and human induced climate change.	Urban issues will look into the difference between urban and rural areas. Cities are broken into various sections with different characteristics. Comparisons will be made between Wakefield and Mumbai covering social, economic and environmental areas.	Mumbai is a city with a wide variety of features. Background knowledge of why Mumbai is so important and its impact on people will be focused upon. Design a city will allow creativity and knowledge learnt to be applied.	There are many natural hazards which occur and impact people around the world. The earths structure is made up of 4 key layers: crust, mantle, outer core and inner core. The earths crust is made up of plates which are continually moving. Where two plates meet the movement and interaction between these plates lead to a range of tectonic hazards including volcanoes and earthquakes. Earthquakes have a range of impacts on the environment and people.	The interaction between the different plates results in the formation of volcanoes. The characteristics of these volcanoes is dependent on a range of factors including the type of crust and the direction of plate movement. Volcanic eruptions have a range of impacts on the environment and people. The negative impacts of tectonic hazards can be managed through protection, planning and prediction.

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Year 9	**A Divided World**		**Our Future World**		**Our Blue Planet**	
	This topic examines the division in our world. Divisions can be caused by many physical and human factors, such as access to water and rich reserves of resources such as oil. The consequences of this can varied in type and extent. Students will study the causes, effects and look at specific examples.	Divisions can also be caused by human factors. Students will look at divisions caused by Brexit, the north south divide in the UK and the separation along the USA Mexico border.	Our world and our lives within it are under constant and new threats. This topic initially examines how climate change is one of these threats to our future. Students examine the causes and analyse whether they perceive the causes to be human or natural.	Students examine what some of the solutions may be to climate change, and how this may change how our lives look in the future. - Food - Transport - Children - Our homes.	Rivers Pupils will learn that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. They will learn how river systems can have a fundamental impact on peoples' lives. Pupils begin by examining a model river system, following the journey of a river through its upper, middle and lower course. They will also understand the process of flooding and why and how rivers breach their banks. Using a case study of a recent flood events in the UK, pupils then see the causes and consequences of flooding in real life and how flooding effects both people and places. The module concludes with an opportunity for students to apply their knowledge and understanding of rivers to plan a day's fieldwork.	Glaciers The purpose of this unit of work is to introduce students to a fascinating area of physical geography: glacial environments The unit commences by teaching students the Different scales of ice cover. Students will explore how ice grows and why the total amount of ice on planet earth has changed over time. The important link between ice cover and sea-levels is highlighted so the misconception 'glaciers have nothing to do with me' is quickly dispelled. Coasts The aim of this module is to explore coasts as dynamic and changing systems. It will examine different types of coasts both in terms of their landforms and their uses and provide a framework within which students can explore different coastal features and processes. The end of the module students should understand the importance of different coastal zones and how they are affected by, and can affect, human activity.