Geography - Key Stage 3 Overview (2021/22)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	**Map Skills**		**Your Geography**		**Fantastic Places of Asia**	
	Students are introduced to geography and begin to categorise and sort the world around them into human and physical features and processes. Map Skills are an essential skill that students learn in this unit in order to ensure students think about space and location. Skills and knowledge covered include: • Continents and oceans. • Latitude and longitude. • Compass direction. • Scale. • 4 and 6 figure grid references. • Height including contour lines. Pupils will also learn skills that help them visualise 2D map representations as 3D features, as well as understanding map scale.		This unit of work focusses much more closely to home. Pontefract and the surrounding areas are the main focus and students will study how the town has developed historically and geographically. The rise and subsequent fall of the primary sector will be studied, along with changes in secondary and tertiary sectors. Regeneration schemes are happening in the town and students will examine how these are of benefit to the area. We will look at the structure of the town and how this is a result of historic development. Geographical Information Systems (GIS) are used to study crime patterns in the locality. Students will also study how globalisation has had an impact on the local area, and how Pontefract has an impact internationally. This will be followed by a study of a local small scale ecosystem where students will study interactions, food chains and food webs.		Throughout this unit of work students are able to explore fantastic places in Asia. We will study the processes that have formed places such as the sea stacks in Thailand. 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 and study landforms created by coastal and river erosion. Students will then explore how humans interact with the world that has been shaped by these processes. They will continue to build on their knowledge and begin to apply it to further understand not only how spaces and places have been created, world but how these spaces and places develop and change. Through investigating human geography such as international and national 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.	

Careers → These units of work will incorporate careers focused lessons.
Map Skills – Careers in Cartography.
Your Geography – Urban Regeneration Careers.
Fantastic Places of Asia – Sustainable Cities.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Extreme Environments		Urban Issues		Tectonic Hazards	
	Students study the main global biomes. This includes identifying and comparing their unique characteristics, and what determines their location. Climate graphs will allow students to compare the biomes in relation to precipitation and temperature. Particular attention to tropical rainforests, deserts and polar regions, giving students exposure to a range of climatic zones of the world. The nutrient cycle will be introduced to students and they will study how plants and animals have adapted to living in the unique biome conditions. We will examine the causes of change to these biomes, such as deforestation and desertification, and how these threats can have an impact locally and globally.		The knowledge gained in the Your Geography unit in Year 7 is further developed here as we study how population change and urbanisation can impact on towns and cities. Students will study the main issues facing urban areas today including transport and waste. This is studied through the comparison of contrasting urban areas, Wakefield and Mumbai, and allows the students to identify key differences between the two areas. One that they are familiar with, and one that they may not be aware of, or indeed may have preconceived ideas about. The unit also challenges these misconceptions in that the students identify what we can learn from the city of Mumbai and in particular the slum areas. Students will then look at cities of the future and how these can become more sustainable.		In this unit students are introduced to the concept of tectonics and their related hazards. Students will study plate tectonic theories including slab pull and convection currents. This then leads on to look at Pangaea how the world used to look and how it has changed over millions of years. Distribution of tectonic hazards is influenced by the movement of tectonic plates and the type of plate boundary that this creates. Students will investigate the variety of hazards found at different boundaries and why these hazards occur there. Students will study the impacts of tectonic hazards through examples and case studies of historic earthquakes and volcanic eruptions including the causes, effects and responses. People live in these tectonically active areas and students will examine why this continues to be the case.	

Careers → These units of work will incorporate careers focused lessons.
Urban Issues – Careers in Waste Management.
Tectonic Hazards – Geographical Information Systems - Mapping tectonic hazards.
Tectonic Hazards – Engineering earthquake proof buildings.

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	A Divided World		Our Future World		Our Blue Planet	
Year 9	In this unit, we look at how the world is becoming more divided. We will study disparities in wealth and development, what causes these differences and how we can measure them. Divisions can be caused by many physical and human factors. We will look at how conflict can occur and the impact of this on geography including cities and countries. Students will study how conflict and division can impact on geography and also the converse, where geography can lead to and create division. Students will gain an understanding of why these divisions have occurred and what the implications are, and what the extent of them is. This will be doe through specific examples including North and South Korea, and USA and Mexico. Divisions closer to home are studied through the north-south divide and Brexit.		Our Future World builds upon previous knowledge to examine what our planet will be like in the future. We look deeper into the causes of climate change and debate whether humans or nature are to blame. We look at the impacts on specific locations around the world including The Maldives and the UK. The students will examine what changes can be made to their actions, behaviours and lifestyles, and potentially how these may be forced upon us to prevent changes in the climate. Some of these include: • Should we have fewer children? • Should we consume less food / seasonal food / less meat / locally sourced food? • Should our transportation systems be adapted? • How can our homes be made more sustainable?		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. They will also understand the process of flooding. 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. River management strategies are studied to examine how we can prevent flooding in populated areas. Coasts - Coasts as are dynamic and changing systems. Students 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. Students will understand different coastal zones and how they are affected by, and can affect, human activity. Glaciers – Students will identify different scales of ice cover. Students will explore how ice cover 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.	

Careers → These units of work will incorporate careers focused lessons.
Our Future World – Engineering future homes.
Our Blue Planet – Flood management.
Our Blue Planet – Engineering coastal defences.