Southchurch High School

Geography KS3 Curriculum

"Geography is the subject which holds the key to our future." Michael Palin

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." Barrack Obama

Why study Geography?

We believe that geography should be at the heart of a secondary school education as it inspires a curiosity in pupils and a fascination about the world and its people that will remain with them for the rest of their lives. It links many other subjects in the curriculum and is a vital link between school study and current real-life events in the outside world. Geography lessons in Southchurch High School should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

What does this course involve at Key Stage 3?

Key Stage 3 Geography is taught in Year 7, 8 and 9. Students in KS3 will develop a range of geographical skills (map skills, data and graphical skills, describing, explaining, justifying and evaluating). They will also develop enquiry skills such as hypothesis building, questionnaire design, field work and data collection. Studying Geography at Key Stage 3 will help students to develop a sense of wonder and interest in the world around them. It will also help them to develop their questioning, investigation and critical thinking skills. They will be able to use various types of maps, geographical information systems (GIS), new technologies and equipment to collect, present and analyse data in their geographical investigations. This KS3 course will also help students to realise and develop their responsibility as global citizens and prepare them for their GCSE Geography course that follows in years 10-11.

Southchurch High School KS3 Geography
2022-2023 Curriculum Overview

	Term One (Autumn)	Term Two (Spring)	Term Three (Summer)
Year 7	Geographical Skills: What do Geographers do?	Our Risky World: Natural Hazards	Local area issue evaluation
	Weather & Climate Change (Geographical Skills)	An Evolving Russia	Local area urban fieldwork investigation

	Term One (Autumn)	Term Two (Spring)	Term Three (Summer)
Year 8	Rivers and Flood management	Conflict in the Middle East	A UK issue evaluation
	Global Africa: urban, social and cultural change	Managing Natural Ecosystems in South America	Local area physical fieldwork investigation

	Term One (Autumn)	Term Two (Spring)	Term Three (Summer)
Year 9	Population and Development in China	UK Natural Resource Management	Global Challenges & Current Geographical Issues
	Fantastic Places	Urban Issues in LIC's and HIC's	Local area physical fieldwork investigation

What do you need to be successful in this course?

In order to be successful in KS3 geography, students should develop a mature and open mind as they will be exposed to a wide range of different locations, peoples, cultures and lifestyles. They will need to be able to independently research places and topics in order to build up their own background knowledge that they can draw upon in class. Students will need to demonstrate resilience, drive and determination in seeking to give detailed explanations, justifications and solutions to sometimes difficult and challenging problems. An inquisitive nature is essential in developing geographical enquiry skills; put simply, students will be encouraged to ask lots of relevant questions (who, what, where, why, when, how, so what?). Finally, geography is not a subject that can be studied and perfected solely within the confines of the classroom. Students will be expected to have a genuine interest in relevant, topical geographical issues that happen in the real world. Consequently, students should read a quality newspaper (The Guardian, The Independent or First News), follow the news (either on TV or the internet) and regularly access reputable geographical websites such as the National Geographic, BBC Bitsize or OS MapZone.

Year 7	**Geographical Skills: What do Geographers do?** Developing mapping skills using compass points, scale and distance, symbols, grid references, measuring height and using Geographical Information Systems (digital mapping eg Google Earth). **Weather & Climate Change -** The water cycle and types of rain. Physical factors that influence global climates and causes (both natural and human), of climate change. Human responses to climate change at a local, regional and global scale. **Our Risky World: Natural Hazards** A study of structure of the earth, volcanoes, earthquakes and tsunamis and how they affect us as humans. Exploring ways that tectonic regions can be a benefit as well as a danger to human lives and examining how people can adapt, plan or prepare themselves to reduce the impacts of tectonic events.

	An Evolving Russia – A study of how the physical geography and climate of Russia has impacted its population growth and economic development over time. Exploring Russia's claim to be an economic and military Superpower, and issues surrounding the race to exploit the arctic and the natural resources within it. **Local area issue evaluation-** Using a local topical planning issue to explore the social, environmental and economic impacts (both positive and negative), of a real-life geographical problem e.g. the impacts of Easyjet withdrawing flight services from Southend airport. **Local area urban fieldwork investigation-** Students will learn how to plan a geographical enquiry to either compare the quality of life in two contrasting areas of the local school environment, or the impacts of traffic in the local area. Students will be introduced to primary and secondary data collection and recording, as well as how to process / manipulate data and represent their findings. Describing and analysing data trends and reaching simple conclusions before evaluating their investigation.
Year 8	**Rivers and Flood management -** A study of the course of a river from the upper, middle to the lower course and the different landforms created along the river channel. Causes and consequences of river flooding and an assessing different methods of flood prevention in Low Income Countries (LICs) and High Income Countries (HICs). **Global Africa -** Urban, social and cultural change – How is the continent of Africa changing so rapidly as a result of globalisation? How is Africa connected to the rest of the world? What resources do we consume from African countries? How do issues of population growth and migration impact the growth of big cities in African nations? How are governments' and aid agencies trying to respond to these challenges? **Conflict in the Middle East-** Students are introduced to the location and the climate of the region, its natural resources (oil), and the growth of tourism in recent decades. They explore the issue of internal and international conflicts before examining some of the impacts of the wars in Syria, Yemen, in those regions and Europe. **Managing Natural Ecosystems in South America-** Investigating the physical characteristics (climate, plants and animal adaptations), of key global biomes such as the tropical rainforest in Brazil, Antarctica and The Sahara desert in Africa. Why are these ecosystems so potentially fragile and why are they at risk? What can be done to manage them more sustainably? **A UK issue evaluation** - Using a national topical example to explore the social, environmental and economic impacts (both positive and negative), of a real-life geographical issue e.g. the impacts of HS2 or a major water management scheme. **Local area physical fieldwork investigation-** Students will learn how to plan a geographical enquiry to investigate the management of coastal process along the local seafront area. Students will be introduced to primary and secondary data collection and recording, as well as how to process / manipulate data and represent their findings. Describing and analysing data trends and reaching simple conclusions before evaluating their investigation.
Year 9	**Population & Development issues in China** – An introduction to different ways of defining, measuring and comparing levels of development. Investigating links between demographic change and levels of development in different selected countries. An enquiry into how trade, aid and development are linked in China and across Asia and how countries can be helped to improve living standards and quality of life. **Fantastic Places –** An introduction to **s**ome of most beautiful and special natural places on the planet such as the Grand Canyon, Machu Pichu, Mt Everest, Antarctica and the Great barrier reef. Why do

	so many people love to visit these places and how / why should we try to manage and preserve these spaces? **UK Natural Resource Management-** Students are introduced to a range of natural resources, such as rocks, soil, the biosphere, hydrosphere (water) and oil. They discover some of the issues around the use and management of these resources in the UK and beyond. **Global Challenges & Current Geographical Issues -**An introduction to a variety of global issues such as climate change, sea level rise and coastal flooding, peace and conflict, water management, food security and energy issues. What are the problems? Where are they most problematic and how should we try to intervene to manage them sustainably? **Urban Issues in LIC's and HIC's-** Students study where and why rapid urbanisation is taking place on a global scale and how migration impacted on the growth of some of these areas. They consider the opportunities and challenges urbanisation has created in two contrasting urban areas and the need for sustainable urban development in the future. **Local area physical fieldwork investigation-** Students will learn how to plan a geographical enquiry to investigate river process in the local seafront area. Students will be introduced to primary and secondary data collection and recording, as well as how to process / manipulate data and represent their findings. Describing and analysing data trends and reaching simple conclusions before evaluating their investigation.

KS4 Curriculum

Years 10 & 11

What does this course involve at Key Stage 4?

We follow the AQA Geography GCSE (8035) syllabus specification for GCSE. This consists of three different units which are assessed in three separate written examinations at the end of the two-year course in Year 11.

Further details of the syllabus, as well as past examination papers can be found on the AQA exam board website on the following link: [AQA | Geography | GCSE | Geography]

Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content

Living with the physical environment

- 3.1.1 Section A: The challenge of natural hazards
- 3.1.2 Section B: The living world
- 3.1.3 Section C: Physical landscapes in the UK

Challenges in the human environment

- 3.2.1 Section A: Urban issues and challenges
- 3.2.2 Section B: The changing economic world
- 3.2.3 Section C: The challenge of resource management

Geographical applications

- 3.3.1 Section A: Issue evaluation
- 3.3.2 Section B: Fieldwork

Geographical skills

- 3.4 Geographical skills

Year 10

What's assessed

3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (25 marks)
- Section C: answer any two questions from questions 3, 4 and 5 (30 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Year 11

Paper 2: Challenges in the human environment

What's assessed

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (30 marks)
- Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 3: Geographical applications

What's assessed

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

Questions

- Section A: answer all questions (37 marks)
- Section B: answer all questions (39 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Year 10. Paper 1: Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Section A: The challenge of natural hazards

In this section, students are required to study all the themes, including Natural hazards, Weather hazards, Climate change.

Section B: The living world

In this section, students are required to study Ecosystems, Tropical rainforests and one from Hot deserts or Cold environments (we choose Hot deserts).

Section C: Physical landscapes in the UK

In this section, students are required to study UK physical landscapes and two from Coastal landscapes in the UK, River landscapes in the UK and Glacial landscapes in the UK (we choose Coastal and River landscapes).

Year 11. Paper 2: Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Section A: Urban issues and challenges

In this section, students are required to study all the themes. The urban world, Urban change in the UK, Urban sustainability, London: A major UK City, Human Fieldwork – Stratford (assessed in Paper 3).

Section B: The changing economic world

In this section, students are required to study all the themes. The development gap, Nigeria: a Newly-Emerging economy (NEE), The changing UK economy.

Section C: The challenge of resource management

In this section, students are required to study Resource management and one from Food or Water or Energy (we choose Energy).

Paper 3: Geographical applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Section A: Issue evaluation

This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.

A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.

Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s).

Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.

The exam will also require students to consider physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.

Section B: Fieldwork

Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in units 3.1 and 3.2. Fieldwork must take place outside the classroom and school grounds on at least two occasions. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography. Students' understanding of the enquiry process will be assessed in the following two ways:

- questions based on the use of fieldwork materials from an unfamiliar context
- questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries.

Students will be expected to:

- apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry.
- select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.

Southchurch High School KS4 Geography
2022-2023 Programme Of Study Outline

	Term One (Autumn)	Term Two (Spring)	Term Three (Summer)
Year 10	The challenge of natural hazards: Tectonic hazards	Changing UK Landscapes: Coasts	The Living World: Tropical Rainforest & Hot Desert Ecosystems
	The challenge of natural hazards: Weather Hazards & Climate Change	Changing UK Landscapes: Rivers	Geographical Investigations: Coastal & Urban Fieldwork
Year 11	Urban issues and challenges: The urban world, Urban change in the UK, Urban sustainability	The challenge of resource management: Managing Resources & Energy management	Revision & Final Exam preparation
	Changing Economic World: The development gap, Nigeria: a Newly-Emerging economy (NEE), The changing UK economy:	Revision & Final Exam preparation	Final Exams

Fieldwork

In addition to other trips and visits that may be offered to enrich their learning, students will have the opportunity to undertake two contrasting fieldwork investigations at GCSE involving the collection of both primary and secondary data. One fieldwork investigation must be in a Human environment. We currently take the students to the Strafford Olympic Park in London to investigate the impacts of the redevelopment that took place leading up to the 2012 Olympics. The second fieldwork investigation is in a Physical environment. We currently take students to Walton-On-The-Naze to look at the impacts of coastal processes of erosion and coastal management along this coastline.

How you will be assessed?

At the end of the course there will be three written examination papers to assess the Physical and Human topics and an extra examination paper to assess students' geographical skills and understanding of their two fieldwork investigations.