

## National Curriculum Reference

**Subject:** Geography



### Key Stage 3

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Pupils should be taught to	At Culcheth High School, this is taught
<p>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><b>Year 7</b></p> <p>Unit 1 A Violent Planet – maps to introduce countries and continents, specific focus on South America this year for active volcano (changes each year depending on where is erupting)</p> <p>Unit 2 Mumbai Challenges – maps to locate the world's megacities, capital cities, countries and continents. Physical map of India for characteristics, understanding of human processes in cities around the world.</p> <p>Unit 3 The Shape of the UK – physical maps and locating major cities.</p> <p>Unit 4 Ecosystems – maps to locate global biomes, specific focus and deep understanding of Tundra biome in Northern Russia. General overview of other biomes.</p> <p><b>Year 8</b></p> <p>Unit 1 Glaciation – focus on polar regions and physical processes.</p> <p>Unit 2 Why are countries poor? – focus on human and physical processes causing poverty in parts of Africa and Asia.</p> <p>Unit 3 Impossible World – focus on human and physical processes in a hot desert within Africa and links to the Middle East to evaluate success in desert regions.</p> <p><b>Year 9</b></p> <p>Unit 1 The Almighty Dollar – locational knowledge of Africa, Russia, Asia and the Middle East.</p>

<p>understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within Africa, and of a region within Asia</p>	<p><b>Year 8</b></p> <p>Unit 3 Impossible World – comparison of hot deserts in both continents. Physical geography for processes of formation of desert features and reasons for the distribution of desert. Human processes for comparison of people, their way of life and how they have coped differently with desert challenges.</p>
<p>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p>	
<p>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</p>	<p><b>Year 7</b></p> <p>Geological timescales – Unit 1 A Violent Planet, Unit 3 Shape of the UK, Unit 4 Ecosystems.  Plate tectonics – Unit 1 Restless Earth.  Rocks, weathering and soils – Unit 3 Shape of the UK.  Weather and Climate – Unit 4 Ecosystems.  Hydrology and Coasts – Unit 3 Shape of the UK.</p> <p><b>Year 8</b></p> <p>Geological timescales – Unit 1 Glaciation, Unit 3 Impossible Places.  Weather and Climate – Unit 1 Glaciation, Unit 3 Impossible Places, Unit 4 Global Issues.  Rocks and weathering – Unit 1 Glaciation.  Glaciation – Unit 1 Glaciation.</p> <p><b>Year 9</b></p> <p>Plate tectonics, weather and climate</p>
<p>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</p>	<p><b>Year 7:</b></p> <p>Population and international development - Unit 2 Mumbai Challenges.</p> <p><b>Year 8:</b></p> <p>Population – Unit 1 Glaciation.  International development and sectors – Unit 2  Why are some countries poor? Natural resources – Unit 2  Why are some countries poor? And Unit 4 Global Issues</p>

	<p><b>Year 9</b></p> <p>Almighty Dollar: economic activity, urbanisation</p>
<p>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</p>	<p><b>Year 7</b></p> <p>Unit 3 Shape of the UK, Unit 4 Ecosystems</p> <p><b>Year 8</b></p> <p>Unit 1 Glaciation, Unit 2 Why are some countries poor? Unit 3 Impossible Places Unit 4 Global Issues</p> <p><b>Year 9</b></p> <p>Plate tectonics, weather hazards and climate change</p>
<p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and the field</p>	<p>Across all KS3 SOW</p>
<p>interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mappings, and aerial and satellite photographs</p>	<p>Across all KS3 SOW</p>
<p>use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p>	<p>Year 7 Ecosystems</p>
<p>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>	<p>Year 9 fieldwork unit</p>