KS3 Curriculum Mapping and Skills Criteria 2024-2025

Curriculum Intent

Throughout the curriculum of Key Stage 3 Geography students will engender excitement, creativity and critical thinking skills in geography, a confident recall of geographical knowledge and an ability to apply geographical concepts. Students will gain a deep understanding of the earth's key physical and human processes. Students will study a wide range of themes, topics and concepts throughout. 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.

Catholic ethos intent statement

At The Palmer Catholic Academy, we believe learning powerful knowledge helps students achieve and creates a fairer society. Ad Gloriam Dei Et Servitium Omnium is the school's motto and our curriculum intent is to serve the students so that they can be spiritually and morally ready for the world and serve the local community and beyond by being stewards of the biosphere. Our Geography curriculum consistently links with the big issues in the world. These global issues underpin our curriculum. Sustainable development is a theme constantly running throughout the curriculum which means that our students will hopefully be the generation that saves our planet. Our Geography curriculum incorporates Pope Francis' teachings that 'We are stewards, not masters of our earth. Each of us has a personal responsibility to care for the precious gift of God's creation.' (Pope Francis 2016) Students are constantly challenged to find a solution to sustainable economic development without impacting our planet and contributing towards climate change.

	Module 1 (2nd sept-20th dec)	Module 2 (6 th Jan– 3rd April)	Module 3 (20th April– 20th July)
	My local area (map skills)	Global development (Focus Africa)	Extreme environments
	Introduction to geography-	What is development	Locating biomes
	types of geography	uneven development reducing the	Climates of biomes
	Continents and oceans	impact of poverty	Rainforests
	Human and physical	Top down vs bottom up	Nutrient cycle
	features	development	People and the rainforest
	Locating london	Growing gap	Deforestation
	OS symbols	Should the super rich help out	Effects of deforestation
	4 and 6 figure grid	Aid	Palm oil
	references	Fair trade	Sustainability of rainforests
	Scale	What is globalisation	Taiga- Russia focus
	Height/ relief	Where do our clothes come from	Threats to Taiga
Implementation	GiS	Why products are made in china	Taiga conservation
Year 7	London inside out/ Burgess	Production chains	Deserts -Middle East
	model	Is globalisation a good thing?	desertification
	Fieldwork Trip Opportunity		
	During the lesson the class		Fieldwork Opportunity
	can be taken outside to		During the Nutrient Cycle lesson the
	explore the local area and		class can be taken outside to explore
	collect primary data.		the nutrient cycle in practice by
	(Trip forms needed)		looking at the trees in Palmer Yard.
	GIS Opportunity		<u>GIS Opportunity</u> Deforestation rates
			Deforestation rates
			<u> </u>

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Impact	Baseline assessment	Development assessment	Ecosystems assessment
Assessment	Map skills assessment	Globalisation assessment	

To gain a sustained mastery in geography for all. Through this students will engender excitement, creativity and critical thinking skills in geography, a confident recall of geographical knowledge and an ability to apply geographical concepts. Students will gain a deep understanding of the earth's key physical and human processes, and of the formation and use of landscapes and environments. Module 1 Module 2 Module 3 Module 1 Module 2 Module 3 (2nd sept-20th dec) (6 th Jan-3rd April) Module 3 Recap on continents and oceans Weather and global warming Physical landscapes Structure of the earth Weather fements Rock cycle Introduction to earthquake Global warming-causes Reducing effects The water cycle Inside a volcano Icelandic volcano Hurricanes-causes River processes Hurricane a volcano Veat a volcano Veat a volcano Castal and forms Vear 8 Fieldwork Opportunity Survey of the school Situents carry out a sustainability survey of the school
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Fieldwork Trip Opportunity
Visit a local river 'River Lea' or
coastline 'Walton on the Naze'

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Impact Assessment	Earthquakes assessment Natural hazards assessment	Weather assessment Population assessment	Rivers assessment
geographical know physical and huma	tudents will engender excitence ledge and an ability to apply geo an processes.Students will study wledge about the world should	a wide range of themes, topics and co	a deep understanding of the earth's key ncepts throughout. As pupils progress, ing of the interaction between physical
Implementation Year 9	Urbanisation A world of growing cities The world's megacities Urban process and change How urban economies differ The changing face of NewYork Land use in cities Mumbai - case study <u>Fieldwork Trip Opportunity</u> During the lesson the class can be taken outside to carry out a land use survey (Trip forms needed) <u>GIS Opportunity</u>	People and the biosphere What and where are biomes? Local factors and biomes A life support system Biomes and global services More and more resources Population versus resources Forests under threat What are tropical rainforests like Threats to the taiga Soil fertility and biodiversity What is the taiga like? Direct threats to the taiga Protecting tropical rainforests A sustainable future Conserving taiga Balancing exploitation and protection in the taiga	Uk human landscape Where we live Who we are The decline of the old academy The rise of the new economy The impact of globalisation Understanding london's location Understanding London's structure London and migration London's inequalities Facing decline Expansion and regeneration Impacts of rebranding Improving London <u>Fieldwork Trip Opportunity</u> Students will investigate 'how and why deprivation varies within London'
Impact Assessment	Urbanisation assessment	People and the biosphere assessment Forests under threat assessment	Uk human landscape assessment Field work write-up