

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

KS3 Curriculum Mapping and Skills Criteria 2024-2025

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

Curriculum Intent			
<p>To gain a sustained mastery in geography for all.</p> <p>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. 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.</p>			
Implementation Year 8	Module 1 (2nd sept-20th dec)	Module 2 (6 th Jan– 3rd April)	Module 3 (20th April– 20th July)
	<p>Natural hazards</p> <ul style="list-style-type: none"> Recap on continents and oceans Structure of the earth Introduction to earthquakes Japan earthquake Haiti earthquake Reducing effects of earthquakes Tsunamis Inside a volcano Icelandic volcano Why live near a volcano 	<p>Weather and global warming</p> <ul style="list-style-type: none"> Weather elements Weather forecasts Why does it rain Greenhouse effect Global warming-causes Global warming-effects Reducing impacts of global warming Hurricanes-causes Hurricane named example Heat waves <p style="text-align: center;"><u>Fieldwork Opportunity</u></p> <p>Students carry out a sustainability survey of the school</p>	<p>physical landscapes</p> <ul style="list-style-type: none"> Rock cycle Glaciation The world's rivers The water cycle Drainage basin River processes Profile of a river Waterfalls Meanders and oxbow lakes Causes and dealing with flooding Water scarcity Waves Coastal landforms Coastal defence <p style="text-align: center;"><u>Fieldwork Opportunity</u></p> <p>During the water Cycle lesson the class can be taken outside to explore the water cycle in practice by looking at how water is moved around differently on contrasting surfaces.</p> <p style="text-align: center;"><u>Fieldwork Trip Opportunity</u></p> <p>Visit a local river 'River Lea' or coastline 'Walton on the Naze'</p>

KS3 Curriculum Mapping and Skills Criteria 2024-2025

Impact Assessment	Earthquakes assessment Natural hazards assessment	Weather assessment Population assessment	Rivers assessment
--------------------------	--------------------------------------------------------------	-----------------------------------------------------	--------------------------

Curriculum Intent			
<p>To gain a sustained mastery in geography for all.</p> <p>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. 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.</p>			
Implementation Year 9	Module 1 (2nd sept-20th dec)	Module 2 (6 th Jan– 3rd April)	Module 3 (20th April– 20th July)
	<p>Urbanisation A world of growing cities The world's megacities Urban process and change How urban economies differ The changing face of New York Land use in cities Mumbai - case study</p> <p><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></p>	<p>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</p> <p>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</p>	<p>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</p> <p><u>Fieldwork Trip Opportunity</u> Students will investigate 'how and why deprivation varies within London'</p>
Impact Assessment	Urbanisation assessment	People and the biosphere assessment Forests under threat assessment	Uk human landscape assessment Field work write-up