

GEOGRAPHY STATEMENT OF AIMS

THE AIM OF THE KS3 CURRICULUM IS TO DEVELOP...

SUCCESSFUL LEARNERS

KS3 Geography encourages students to be curious about the world around them, and to ask questions about how it works. It builds a fascination with the people and places around them, and further afield, that can stay with them for the rest of their lives. Fieldwork is a key part of Geography, investigating landscapes and analysing data to draw patterns and conclusions that bring Geographical knowledge into the real world. It equips students with knowledge of locations, places, processes and environments at different scales, and allows them to see the links between Geographical study and the other subjects they study in school.

CONFIDENT, INSPIRED INDIVIDUALS

KS3 Geography encourages students to deepen their understanding of geographical concepts and processes, using skills such as interpretation of data analysis of ideas. Students encounter a range of information sources such as maps, diagrams, aerial photographs and opinion data. This builds their confidence in analysing data, and inspires them to ask questions about the world around them. Students communicate Geographical information through maps, graphs, statistical skills and extended writing. This builds their confidence in exploring the world around them.

ASPIRING, RESPONSIBLE CITIZENS

KS3 Geography aims to help students understand the environmental, political and social issues facing our planet. It builds an understanding of cause and consequence, sustainability, climate change and issue management that will equip them to go out into the world as informed, caring and responsible citizens, ready to tackle some of the biggest issues facing our planet today.

CURRICULUM MAP KS3

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|------------|--|---|--|---|---|--|
| Y7 | <i>How is life different in the UK and North Korea?</i> | <i>How is life different in the UK and North Korea? (Onsite fieldwork) and How do ecosystems vary across our world?</i> | <i>How do ecosystems vary across our world? And How can coastal management cause conflict?</i> | <i>How can coastal management cause conflict? and Is Africa managing its ecosystems effectively?</i> | <i>Is Africa managing its ecosystems effectively? and How has the Wirral changed over time?</i> | <i>How has the Wirral changed over time? and Offsite fieldwork</i> |
| ASSESSMENT | End of Unit assessment | | End of year cumulative assessment | | | |
| Y8 | <i>How has the world's population changed over time?</i> | <i>How has the world's population changed over time? and How do changes in weather and climate affect the world's population?</i> | <i>How do changes in weather and climate affect the world's population?</i> | <i>What is the biggest threat to Antarctica's future?</i> | <i>What is the biggest threat to Antarctica's future? and What does a sustainable life look like?</i> | <i>What does a sustainable life look like? (Onsite fieldwork)</i> |
| ASSESSMENT | End of unit assessment | | End of year assessment | | | |
| Y9 | <i>Why is the world unequal?</i> | <i>Why is the world unequal? and How do tectonic processes affect our planet?</i> | <i>How do tectonic processes affect our planet? and Is water the most powerful force on earth?</i> | <i>Is water the most powerful force on earth? (Onsite fieldwork) and Is China the next global superpower?</i> | <i>Is China the next global superpower?</i> | <i>What is the biggest issue facing our planet?</i> |
| ASSESSMENT | End of unit assessment | | End of Year assessment | | | |