



KS3 Curriculum : Geography

The aim of the curriculum is for pupils to be confident discussing 'real world' geographical issues, current events, news, and case studies throughout KS3.

By the end of Key Stage 3 pupils should have:

- Engaged with Geographical topics, that are relevant to their life in Birmingham, and to other people on a wider scale in a way that engages and stimulates pupils, and encourages them to ask questions about real-world place and events. Real-world exemplars will be used, at local, regional, national and international scales, to bring the curriculum to life and encourage pupils to develop a willingness to enquire and investigate the real world around them.
- Developed a broad range of cross-curricular skills. The KS3 Geography curriculum develops pupil's increasingly independent use of a wide range of cross-curricular skills. These include skills linked to using a range of maps and keys, interpreting a range of data sources, presenting data in various ways, being able to extract information from a range of different diagrams, and developing field-work skills, independent and group work.
- Increased confidence in Geographical 'literacy', and place knowledge. By the end of KS3, pupils should have a more detailed understanding of the topics within the KS3 national curriculum, and developed their literacy linked to these topics: Geological timescales, Plate tectonics, Weather and climate, including the change in climate from the Ice Age to the present, Hydrology, Coasts, Population and urbanisation, International development, Economic activity in the primary, secondary, tertiary and quaternary sectors, and the use of natural resources.

Year 7 Methodology: What is my community?

The nine-week QUEST scheme of work introduces pupils to Geography by looking at the Earth's place in the Solar System, and geological timescales linked to Earth's creation. Pupils then "zoom in", via the continents and oceans of the world, to looking at Europe and the EU, before focussing on the British Isles, regions of the UK, the West Midlands region, and Birmingham through the perspective of climate change.

Skills

A project in the final weeks of the cycle brings their learning around developing numeracy, and data processing and presentation skills together. Home Learning tasks are about local issues or encourage pupils to discuss their work at home with their family.

Content

This scheme of work aims to be relevant to pupils so as to foster a curiosity about geography, the world we live in and how it links to their life in Birmingham.

Year 8 Methodology: Becoming a Global Citizen

Cycle 1: Why is the Middle East important?

Cycle 2: How is Africa so varied?

Cycle 3: How is China changing?

Cycle 4: Global Issue: Is immigration a bad thing?

Students will learn the subject through the lens 4 regional case studies. Each one will provide the focal point for learning about human and physical characteristics, landscapes, change over time and change in processes.

Skills

A wide range of skills are developed, including map, graph, and decision making skills.

Content

Within this, pupils also focus in detail on the Middle East, Africa and China through detailed home-learning booklets. A wide-variety of topics are studied within each place, including physical and human features as well as environmental and human issues.

Weekly home-learning tasks are link directly to, and complement or extend, class activities.

Year 9 Methodology: How Humans and Nature Impacts on our lives

Cycle 1: Earth: Why is our planet so deadly?

Cycle 2: Globalisation and Development: Will we ever all be "equal"?

Cycle 3: The UK coastline: Will we ever win against nature?

Cycle 4: Investigating a Global Issue.

Skills

Key map skills are embedded throughout the year.

Content

The year nine scheme of work looks at global issues that may seem distant from our life in the UK, but also human and physical factors that can affect us in our everyday lives.

Assessments include activities that introduce GCSE exam techniques to pupils, and Weeks 8 and 9 have been developed to include a decision making activity.