

## Key Stage 3 Overview

<b>Key Stage 3 Overview</b>	<b>KS3 Module 1: Where in the world?</b> <i>(Year 7 Module 1 of 5 – start date W.C. 1.9.22)</i>	<b>KS3 Module 2: Where do we get our weather from and how does it form?</b> <i>(Year 7 Module 2 of 5 – start date W.C. 07.12.22)</i>	<b>KS3 Module 3: How do humans survive in deserts?</b> <i>(Year 7 Module 3 of 5 – start date W.C. 7.2.22)</i>
	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>
	<b>Physical and human processes</b> <ul style="list-style-type: none"> <li>Human features such as a city, buildings and a comparison between physical features such as rivers and volcanoes</li> </ul> <b>Scale</b> <ul style="list-style-type: none"> <li>Identify the main cities of the UK and physical features such as the River Severn and the Southern uplands</li> <li>Locate and identify continents and major oceans on a base map</li> <li>A closer look at Europe, countries, cities and physical features.</li> </ul> <b>Sense of Place</b> <ul style="list-style-type: none"> <li>The importance of direction and able to use it in order to provide information regarding routes</li> <li>Demonstrate the use of 4 figure grid references then advance to using 6 figures. Pupils must be able to explain the difference and importance.</li> <li>Using OS maps locate contour lines and demonstrate how height may be utilised on alternative maps in atlases for example.</li> </ul>	<b>Physical and human processes</b> <ul style="list-style-type: none"> <li>How global atmospheric circulation impacts the weather patterns that we receive in the UK.</li> </ul> <b>Interdependence</b> <ul style="list-style-type: none"> <li>An understanding of the UK's geographical location and how weather forecasters may have difficulty predicting our weather</li> <li>Use the skills of interpretation and analysis to read a climate graph for a specific city/region of the UK</li> </ul> <b>Environmental Interaction and Sustainable Development</b> <ul style="list-style-type: none"> <li>Identifying and understanding the different equipment and methods of measuring weather – thermometer, barometer and anemometer examples.</li> </ul> <b>Physical and human processes</b> <ul style="list-style-type: none"> <li>Water cycle processes from evaporation to precipitation.</li> <li>Understanding the different methods of creating rain, such as convection, frontal and relief.</li> </ul>	<b>Physical and human processes</b> <ul style="list-style-type: none"> <li>Linking previous work on Global Atmospheric circulation and will understand how plants and animals have adapted to survive in the deserts</li> </ul> <b>Interdependence</b> <ul style="list-style-type: none"> <li>Use their prior knowledge, they will investigate how people survive in such environments such as mass farming systems like 'pivot irrigation' to appropriate technology that support indigenous communities. What other ways can humans in the region gain economic?</li> </ul> <b>Environmental Interaction and Sustainable Development</b> <ul style="list-style-type: none"> <li>We investigate the survival strategies of the poorer regions and communities in the Sahara and the problems that they face, such as desertification.</li> </ul> <b>Cultural understanding and Diversity</b> <ul style="list-style-type: none"> <li>We investigate and utilise the analytical skills to decide who may be to be blame for increased desertification in the Sahel region.</li> <li>Utilise the idea of how aid can support and develop a family's life in LICs.</li> </ul>
	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>
	<b>Cartographic skills:</b> OS map; Directions; Grid references; Height on a map <b>Numeracy:</b> Grid references; Contour lines; Spot Height <b>Literacy:</b> analyse and justify to a location <b>Embedding subject terminology</b> <b>Applied knowledge and understanding</b> to make a judgement; Assessment – linking a map with tourist activities in Woolacombe.	<b>Numeracy:</b> Climate graph figures <b>Graphicacy:</b> Climate graph <b>Literacy</b> <b>Embedding subject terminology</b> <b>Applied knowledge and understanding</b> to make a judgement; Linking global atmospheric circulation to UK weather.	<b>Cartographic skills:</b> Various ecosystem maps from Atlases <b>Numeracy:</b> Climate graphs <b>Graphicacy:</b> Creating a climate graph <b>Literacy:</b> analyse and justify to a location <b>Embedding subject terminology</b> <b>Applied knowledge and understanding</b> to make a judgement; Decision making about who is to blame for the Sahel

Key Stage 3 Overview	<b>KS3 Module 4: What are the physical and human differences of India</b> <i>(Year 7 Module 4 of 5... Start date W/C 17/04/2023)</i>	<b>KS3 Module 5: Climate Change?</b> <i>(Year 7 Module 5 of 5 ..... Start date W/C 07/06/2023)</i>	<b>KS3 Module 6: Hydrology</b> <i>(Year 8 Module 1 of 5 – Start date W/C 1.9.22)</i>
	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>
	<b>Environmental Interaction and Sustainable Development</b> <ul style="list-style-type: none"> <li>Understand some of the criteria needed to indicate how developed a country is, such as birth rate and adult literacy rate</li> <li>Challenges facing cities like Delhi from migration.</li> </ul> <b>Sense of Place</b> <ul style="list-style-type: none"> <li>Know the location of India in comparison to the UK and some of the human and physical features.</li> </ul> <b>Physical and human processes</b> <ul style="list-style-type: none"> <li>Pupils will be able to understand where people live in India and how the wet and dry monsoons affect where they live</li> </ul> <b>Cultural understanding and Diversity</b> <ul style="list-style-type: none"> <li>Rural-Urban migration that has been caused by inequalities.</li> <li>Appreciate the meaning of quality of life and how the development indicators can be used to show this through cartographical skills.</li> <li>We look at a non-birth control method of reducing the challenges on an environment.</li> </ul> <b>Interdependence</b> <ul style="list-style-type: none"> <li>How a transnational corporation helps support and develop a country like India.</li> </ul>	<b>Physical and human processes</b> <ul style="list-style-type: none"> <li>Examine the evidence for climate change and consider its impact on global ecosystems and on people's lives.</li> <li>Investigate the natural causes of climate change (changes in the earth's orbit, sunspots and volcanic eruptions)</li> <li>How human activity affects climate change (how the greenhouse effect works, the sources of greenhouse gases and their effect on global temperatures)</li> </ul> <b>Cultural understanding and Diversity</b> <ul style="list-style-type: none"> <li>The effect climate change will have on communities around the world</li> </ul> <b>Environmental Interaction and Sustainable Development</b> <ul style="list-style-type: none"> <li>How the impacts of climate change can be managed (alternative energy sources, carbon capture, planting more trees, and international agreements)</li> <li>Investigate how the impacts of climate change can be managed by adapting to them (managing water supply and reducing the risk from rising levels).</li> </ul>	<b>Physical and human processes</b> <ul style="list-style-type: none"> <li>Develop an understanding of the difference in the terminology between largest and longest river</li> <li>Appreciate how the water cycle could impact on the largest and longest river systems</li> <li>Understanding how the water cycle plays a part on a drainage basin and the journey of a water droplet, the key features that are formed along the way.</li> <li>Grapple at how the velocity of water creates specific erosional processes from the upper, middle and lower courses.</li> </ul> <b>Sense of Place</b> <ul style="list-style-type: none"> <li>Key features are looked at in more detail ranging from upper, middle and lower course features</li> </ul>
	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>
	<b>Cartographic:</b> Maps to identify climate; Population; Locations <b>Numeracy:</b> Development indicators; choropleth maps <b>Graphicacy:</b> Choropleth maps; interpreting of graphs <b>Literacy</b> <b>Embedding subject terminology:</b> key words <b>Applied knowledge and understanding</b> to make a judgement; Where monsoons happen; Rural Urban Migration; Challenges that face slum areas; Transnational corporations	<b>Numeracy:</b> Data handling and manipulation. Using data as evidence for climate change. <b>Graphicacy:</b> Line/bar graphs, Scatter graphs Photographs <b>Literacy:</b> analyse and justify to a location; Key terms Locations <b>Embedding subject terminology:</b> Key terms throughout the unit <b>Applied knowledge and understanding</b> to make a judgement How can the world help to prevent the climate change crisis?	<b>Cartographic skills:</b> River Maps; Land use maps <b>Numeracy:</b> Using data to create a cross profile of a river graph <b>Graphicacy:</b> Cross profile of a river <b>Embedding subject terminology:</b> Key words used throughout <b>Applied knowledge and understanding</b> to make a judgement; Processes that create certain features that are formed a long the profile of a river.

Key Stage 3 Overview	KS3 Module 8: Why do people live in Svalbard? (Year 8 Module 4 of 5 – start date W.C. 7.2.22)	KS3 Module 7: Rise of the megacity (Year 8 Module 3 of 5 – start date W.C. 22.11.22)	KS3 Module 4: Tsunamis (Year 9 Module 4 of 5– start date W.C. 25/03/2022)	
	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>
	<p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>Identify the key characteristics of Svalbard and what makes the environment unique</li> <li>Consider the evidence we have for how an environment such as Svalbard and other cold environments have managed due to climate change.</li> </ul> <p><b>Sense of Place</b></p> <ul style="list-style-type: none"> <li>Geographical location of Svalbard and identification of some of the human and physical features found in this unique environment.</li> </ul> <p><b>Environmental Interaction and Sustainable Development</b></p> <ul style="list-style-type: none"> <li>Understand how plants and animals have adapted to survive in this unique environment.</li> <li>Appreciate how humans have interacted with this unique environment via economic means such as mining and tourism.</li> <li>We consider the impact of human activity such as mining and tourism on this unique environment</li> </ul>	<p><b>Sense of Place</b></p> <ul style="list-style-type: none"> <li>Geographical location and some of the key human and physical features of Brazil.</li> </ul> <p><b>Physical and human processes</b></p> <ul style="list-style-type: none"> <li>A closer look at some of the human and physical features of Brazil, including the location of the rainforest and its capital city, Brasilia.</li> </ul> <p><b>Cultural understanding and Diversity</b></p> <ul style="list-style-type: none"> <li>Look at the differences in equality and standard of living, linking these to the development indicators.</li> </ul>	<p><b>Physical processes</b></p> <ul style="list-style-type: none"> <li>The structure of the Earth including key terms: inner core, outer core, mantle and crust</li> <li>Plate tectonics and movement of them around the planet</li> <li>Investigate how plate tectonics cause earthquakes and volcanoes</li> <li>How Tsunami’s are formed and the impact they had on people and the region around the Indian Ocean 2004.</li> </ul> <p><b>Scale/ Cultural understanding and Diversity</b></p> <ul style="list-style-type: none"> <li>Know what the effects and responses to earthquakes are. Pupils will know the difference in effects between a HIC and a LIC.</li> </ul> <p><b>Cultural understanding and Diversity</b></p> <ul style="list-style-type: none"> <li>How people responded to the Asian Tsunami both locally and internationally</li> </ul>	
	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>
<p><b>Cartographic skills;</b> Atlas for locations and features  <b>Literacy;</b> analyse and justify to a location  <b>Embedding subject terminology</b>  <b>Applied knowledge and understanding</b> to make a judgement; understanding the importance of the interaction between humans and the environment.</p>	<p><b>Cartographic skills;</b> Base maps of Brazil and locating key human and physical features  <b>Literacy;</b> Reading information regarding the various differences in quality of life  <b>Embedding subject terminology;</b> Throughout the topic and the use of key words</p>	<p><b>Numeracy;</b> Data handling and manipulation; Timeline of earth  <b>Graphicacy;</b> Maps (location of plate boundaries)  <b>Literacy;</b> key terms; Location  <b>Embedding subject terminology;</b> Key terms  <b>Applied knowledge and understanding;</b> to make a judgement                      Why were the effects of the Asian Tsunami so serious?</p>		

	KS3 Module 9: How we get Energy? (Year 8 Module 4 of 5 – start date W.C. 06.06.23)	KS3 Module 1: Wild Weather (Year 9 Module 1 of 6 – start date W.C. 1.9.22)	KS3 Module 2: An Unequal Planet? (Year 9 Module 2 of 5 – start date W.C. 15.11.22)
	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>
<b>Key Stage 3 Overview</b>	<p><b>Environmental Interaction and Sustainable Development</b></p> <ul style="list-style-type: none"> <li>Understand the different types of fossil fuels and their impacts on the natural environment.</li> <li>Understand why some countries have difficulty around natural resources. Develop an appreciation of renewable resources.</li> </ul> <p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>Appreciate the need to incorporate an energy mix in order to meet the adequate needs of our population</li> </ul> <p><b>Cultural understanding and Diversity</b></p> <ul style="list-style-type: none"> <li>Appreciation of how a northern region of India (Bihar) has been able to harness natural waste and turn into electricity.</li> </ul>	<p><b>Physical and processes</b></p> <ul style="list-style-type: none"> <li>Learn what global atmospheric circulation is and how it affects global weather patterns</li> <li>Why tropical storms are formed in the tropical regions of the world</li> <li>The structure of a tropical storm including key features such as the eye and the eye wall</li> </ul> <p><b>Sense of Place</b></p> <ul style="list-style-type: none"> <li>The location of tropical storms (including Ocean locations)</li> <li>Investigate what New Orleans is like and why is it vulnerable to tropical storms</li> </ul> <p><b>Environmental Interaction and Sustainable Development</b></p> <ul style="list-style-type: none"> <li>Investigate Hurricane Katrina and why the effects were so devastating to the city</li> <li>The response that was needed in the aftermath of Hurricane Katrina.</li> <li>Investigate if New Orleans could have been more prepared.</li> <li>How countries such as the USA monitor and prepare for tropical storms.</li> </ul>	<p>Pupils will learn what development means and how the world is unequal in terms of development levels.</p> <p><b>Sense of Place</b></p> <ul style="list-style-type: none"> <li>Learn there is gap between the rich and poor countries of the world</li> <li>Difference between HICs (high income countries) and LICs (low-income countries), features of HICS and LICs</li> <li>Investigate development indicators, including GDP per person (PPP)</li> <li>The location of Malawi will be investigated and the reasons why it is a LIC</li> <li>The location of Singapore and the reasons why it is a HIC.</li> </ul> <p><b>Physical and human processes</b></p> <ul style="list-style-type: none"> <li>Investigate why some countries are much less developed than others.</li> </ul> <p><b>Cultural understanding and Diversity</b></p> <ul style="list-style-type: none"> <li>Identify the reasons for the development gap continuing to grow</li> <li>Investigate how people escape from poverty and what are the consequences on migration due to extreme poverty.</li> </ul>
	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>
	<p><b>Cartographic skills;</b> location of various non-renewable and renewable resources</p> <p><b>Numeracy;</b> data for energy mix</p> <p><b>Graphicacy;</b> energy mix data represented</p> <p><b>Literacy;</b> analyse and justify to a location</p> <p><b>Embedding subject terminology</b></p> <p><b>Applied knowledge and understanding</b> to make a judgement.</p>	<p><b>Numeracy;</b> Data handling and manipulation; Wind speed (Saffir/Simpson scale) and number of deaths (Hurricane Katrina)</p> <p><b>Graphicacy;</b> Maps/Oceans of the world; Countries affected by tropical storms; Graphs</p> <p><b>Literacy;</b> analyse and justify to a location; Key terms; Locations</p> <p><b>Embedding subject terminology</b></p> <p><b>Applied knowledge and understanding</b> to make a judgement</p>	<p><b>Numeracy;</b> Data handling and manipulation; Development indicator data (birth/death rate. Life expectancy, HDI)</p> <p><b>Graphicacy;</b> Maps; Choropleth map; Graphs</p> <p><b>Literacy;</b> analyse and justify to a location; Key terms; Locations</p> <p><b>Embedding subject terminology;</b> Key terms throughout the unit</p> <p><b>Applied knowledge and understanding</b> to make a judgement</p>

	<p>KS3 Module 3: Biomes (Year 9 Module 3 of 5 – start date W.C. 17.1.23)</p>	<p>KS3: Module 4: Conflict (Year 9 Module 4 of 5 – start date W.C. 25.04.2023)</p>	<p>KS3 Module 5: Coasts (Year 9 Module 5 of 5 – start date W.C. 06.05.2023)</p>
	<p><b>Knowledge</b> <i>What pupils will know</i></p>	<p><b>Knowledge</b> <i>What pupils will know</i></p>	<p><b>Knowledge</b> <i>What pupils will know</i></p>
	<p><b>Sense of Place</b></p> <ul style="list-style-type: none"> <li>The location of global ecosystems located around the world (Polar, Tundra, Temperate, Tropical, Deserts etc..)</li> <li>Where rainforests are located (using lines of latitude, countries and continents)</li> </ul> <p><b>Physical and processes</b></p> <ul style="list-style-type: none"> <li>What the climate of the rainforest is like (location to the equator)</li> <li>Investigate the environmental characteristics of tropical rainforests (plants, soils, animals and people)</li> </ul> <p><b>Cultural understanding and Diversity</b></p> <ul style="list-style-type: none"> <li>The importance of tropical rainforests (wildlife habitats, nutrient cycle, rainforest water cycle, drugs, food source, indigenous tribes, climate change)</li> </ul> <p><b>Environmental Interaction and Sustainable Development</b></p> <ul style="list-style-type: none"> <li>Investigate why rainforests are being destroyed (deforestation)</li> <li>Carry out an investigation into the Peruvian rainforest, by examining how much rainforest has been destroyed</li> <li>Complete an enquiry into a new road development within the rainforest</li> <li>Be able to understand what can be done to protect this global ecosystem.</li> </ul>	<p><b>Sense of Place</b></p> <ul style="list-style-type: none"> <li>The knowledge of how global positioning of countries has led to conflict and indiscretions between various political powers. This includes Russia's geographical location that lends to itself to not being able to develop as quickly as it would like and how the USA is positioned uniquely to do so.</li> </ul> <p><b>Physical and human processes</b></p> <ul style="list-style-type: none"> <li>Understanding of the different climatic conditions that Russia experiences to understand how it has developed as well as appreciate its geographical vulnerabilities.</li> </ul> <p><b>Environmental Interaction and Sustainable Development</b></p> <ul style="list-style-type: none"> <li>Understand how the physical landscape of Russia has led to many environmental and sustainable impacts through the practises of mining.</li> </ul> <p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>Understanding of how each country discussed, has been able to survive through a range of strategies and know what they have been able to take advantage of their geographical location.</li> </ul>	<p><b>Physical processes</b></p> <ul style="list-style-type: none"> <li>Destructive and constructive waves and the features that they form.</li> <li>Look at how one location on the Wirral (Hilbre Island) is affected by the gravitational pull of the moon.</li> <li>Be able to recognise and explain the different landforms that have been created, such as Old Harry and his wife.</li> </ul> <p><b>Environmental Interaction and Sustainable Development</b></p> <ul style="list-style-type: none"> <li>Understand the significance of the coast and how we, as humans, utilise it.</li> <li>Use OS maps to identify key coastal features</li> <li>Investigate coastal erosion and how long Happisburgh, Norfolk can be maintained.</li> </ul> <p><b>Cultural understanding and Diversity</b></p> <ul style="list-style-type: none"> <li>Examine if Happisburgh, Norfolk should have sea defences and what the arguments for and against are.</li> </ul>
	<p><b>Skill</b> <i>What pupils will be able to do</i></p>		<p><b>Skill</b> <i>What pupils will be able to do</i></p>
	<p><b>Numeracy;</b> Data handling and manipulation; percentage of rainforest cover/deforestation  <b>Graphicacy;</b> Maps (location of rainforests around the world) and Choropleth maps (rainforest cover loss); Graphs (countries and rainforest deforestation)  <b>Literacy;</b> analyse and justify to a location; Key terms; Locations  <b>Embedding subject terminology;</b> Key terms throughout the unit  <b>Applied knowledge and understanding</b> to make a judgement            Should a road be built across the Peruvian rainforest?</p>	<p><b>Numeracy;</b> Development indicators, map referencing  <b>Graphicacy;</b> Various maps taken from 'prisoners of geography', maps, images and infographs that provide information  <b>Literacy;</b> Key terms, the use of 'Prisoner of Geography' book.  <b>Embedding subject terminology;</b> Key terms throughout the unit  <b>Applied knowledge and understanding</b> Pupils will be able to understand how different countries have been able to take advantage of their geographical location.</p>	<p><b>Numeracy;</b> Data handling and manipulation  <b>Graphicacy;</b> OS maps (key coastal features)            Photographs  <b>Literacy;</b> analyse and justify to a location; Key terms  <b>Embedding subject terminology;</b> Key terms throughout the unit  <b>Applied knowledge and understanding</b> to make a judgement            Should Happisburgh, Norfolk build sea defences?</p>