Roundwood Park School

Geography

Knowledge Outline for KS3 Geography

Vision statement:

To **inspire**, **inform** and **enthuse** all students to know and **understand the world around them**.

Curriculum Intent:

1. To equip students with **contextual world knowledge** of locations, places and geographical features.
2. To develop an **understanding** of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space.
3. To develop competency in **geographical enquiry**, the application of skills in observing, collecting, analysing, mapping and communicating geographical information and equip them with the **habits** for **life long learning** through **ASPIRE**.
4. To help students demonstrate greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.
5. To enable **all** students to make greater sense of the world by organising ideas, making links about people, places, processes and environments. To extend from the familiar and concrete to the unfamiliar and abstract.
6. To equip **all** students to work with more complex information about the world, including the relevance of people's attitudes, values and beliefs.
7. To increase the range and accuracy of students' investigative and organising **skills**, and advancing their ability to select and apply these with increasing independence to geographical **enquiry**.

Year 7 Subject Knowledge Outline – Geography

Students will know that….	Students will be able to …
Key ideas which underpin year 7 geography **Locational knowledge** To extend students locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the seven continents with a focus on Antarctica, UK, Africa and Asia. To focus on their key physical and human characteristics, countries and major cities. **Place Knowledge** To understand geographical similarities, differences and links between places through the study of human and physical geography of Antarctica, the UK, Africa and Asia. **Human and physical geography** To understand, through the exemplar of Antarctica, Africa, the UK and Asia the key processes in how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. Through the use of detailed place-based exemplars at a variety of scales, students will have the opportunity to understand the key processes in human geography relating to urbanisation and international development. Students will have an opportunity to develop a greater competence in using geographical knowledge, approaches and concepts [such as the Burgess model, settlement hierarchy, Bradshaw model; and theories such as sustainability, resilience and vulnerability].	Key skills which underpin year 7 geography: - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field - Interpret Ordnance Survey maps in the classroom and the field, including using grid references scale, map symbols, compass direction, and contours. Students to use topographical and other thematic mapping, and aerial and satellite photographs. (Promote use of BING OS maps in lessons) - Use Geographical Information Systems (GIS) to view, analyse and interpret places and data - Develop geographical skills in analysing and interpreting different data sources. - Students will have the opportunity to carry out fieldwork locally to collect, analyse and draw conclusions from geographical data. - Enquiry learning through decision making exercises - Metacognition – students will have the opportunity to become more self-regulated independent learners through being taught explicitly how to revise, (e.g. through spaced learning and interleaving in 'do it now' tasks); given opportunities to plan out how to answers, chances to evaluate their work. - Literacy focus – Use of PEEL paragraphs, structure strips and BUG the questions.
Key facts and understanding within the following topic area: **Year 7** ● Types of geography – physical, human and environmental ● Longitude and latitude map skills ● Worlds continents, oceans and regions ● **Case Study: Antarctica** – threats faced, interactions between human and physical geography ● Map skills – map symbols, scale, direction, contours, relief, grid references ● Hydrological cycle ● Features of a river ● Bradshaw Model ● River landform formation ● Causes, impacts and responses of flooding ● HIC/LIC **case studies of flooding – UK; Bangladesh, Asia** ● Soft and hard engineering/flood Management ● Settlement theory ● Local/historical geography: **St Albans and Harpenden*** ● Burgess Model ● Urbanisation and megacities ● LIC **Case study – Kibera, Africa**	

Year 8 Subject Knowledge Outline – Geography

Students will know that….	Students will be able to …
Key ideas which underpin year 8 geography **Locational knowledge** To extend students locational knowledge and deepen their spatial awareness of the world's countries using maps of the world with a focus on Asia, UK, and the Middle-East. To focus on their key physical and human characteristics, countries and major cities. **Place Knowledge** To understand geographical similarities, differences and links between places through the study of human and physical geography of Asia, the UK, America and Asia. **Human and physical geography** To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to climate; human geography relating to: population; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. To understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems through the study of environmental concerns.	Key skills which underpin year 8 geography: - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field - Interpret statistics, graphs, models, population density maps, population pyramids, to investigate population - Consider decisions that people make to change - Identify the latitude and longitude of cities - Compare OS maps of different scales (Promote use of BING OS maps in lessons) - Use a range of historical data - identify change, comparing 1890 OS map with a current OS map - identify and explain the world pattern of population distribution. - Develop geographical skills in analysing and interpreting different data sources. - Students will have the opportunity to complete a mini-geographical investigation, analyse and draw conclusions from geographical data. - Enquiry learning through decision making exercises - Metacognition – students will have the opportunity to become more self-regulated independent learners through being taught explicitly how to revise, (e.g. through spaced learning and interleaving in 'do it now' tasks); given opportunities to plan out how to answers, chances to evaluate their work. - Literacy focus – Use of PEEL paragraphs, structure strips and BUG the questions.
Key facts and understanding within the following topic area: ● Economic activities – primary, secondary, tertiary and quaternary employment sectors ● History of economic change – **Example - UK** ● Quarrying and impacts ● Food security ● Food Miles ● Food Solutions ● Secondary Activities – location of **UK industry,** DME ● Secondary activities - the decline ● Globalisation ● HIC/LIC **case study of a TNC – Apple, China/UK** ● Globalisation and the impact of jeans - **case study – Aral Sea, Uzbekistan** ● Key concepts – Spiral of decline, de-industrialisation, globalisation, sustainability ● Environmental concerns – plastics, climate change, coral reefs ● Energy issues, renewable energy, future solutions ● The geographical concepts and ideas – population distribution, change, growth, migration, urbanisation ● Population change occurs at different rates and times in different countries ● Demographic Transition Model and a migration model ● How countries attempt to control population change ● The decisions that people make to migrate ● How migration changes settlements ● Identify the interconnections between population change, use of natural resources and development. ● Population growth, population issues **Case Study China** ● Migration **Case Study Mexico and USA**	

Year 9 Subject Knowledge Outline – Geography

Students will know that….	Students will be able to …
Key ideas which underpin year 9 geography **Locational knowledge** Students have the opportunity to extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Asia (China), on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities **Place Knowledge** To understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa (Ghana), and of a region within Asia (China). **Human and physical geography** To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to geological timescales and plate tectonics; weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation and coasts. To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. To understand global patterns of development, locating countries in different states of development. To identify development priorities for Babati and consider the state of development in Ghana.	Key skills which underpin year 9 geography: - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field - Interpret Ordnance Survey maps in the classroom. Students to use topographical and other thematic mapping, and aerial and satellite photographs. (Promote use of BING OS maps in lessons) - Develop geographical skills in analysing and interpreting different data sources. - use a Development Compass Rose to classify indicators of development - choropleth maps to investigate patterns of development at different scales - communicate understanding of development and use new terminology - Enquiry learning through decision making exercises - interpret and draw climate graphs for the UK and other countries - interpret climate maps for the UK and the world - describe and explain weather patterns and the climate of the UK - use new geographical terminology – weather and climate - conduct a local geographical enquiry to identify microclimates around within school. - Metacognition – students will have the opportunity to become more self-regulated independent learners through being taught explicitly how to revise, (e.g. through spaced learning and interleaving in 'do it now' tasks); given opportunities to plan out how to answers, chances to evaluate their work. - Literacy focus – Use of PEEL paragraphs, structure strips and BUG the questions.
Key facts and understanding within the following topic area: **Year 9** ● Plate Tectonic theory, convection currents ● Structure of the earth ● Plate boundaries (constructive, destructive, collision, conservative) ● Volcano/earthquake theory ● Volcano impacts - **Example – Iceland** ● Earthquake impacts- **Example – Haiti, Christchurch (TBC)** ● Managing hazards – planning, preparation, prediction ● Glaciation - Ice –Age ● Glacial processes (erosion, transportation and deposition) ● Landform formation ● Tourism in glacial environments – opportunities and impacts ● Coastal processes (erosion, transportation, deposition and formation of landforms) ● Management of coasts (soft and hard engineering) ● Measuring Development	

• How does trade effect development? **Example – Ghana, Africa** • Strategies to reduce the development gap • China – growth and implication of growth **Example – China** • Weather – Types of rainfall (relief, frontal, convectional) • Climate – factors affecting climate (latitude, distance from sea, prevailing wind) • Mirco-climate - **Example – RPS School, UK** • Tropical cyclones **Example – Haiyan, Philippines and Katrina, USA** • Britain's changeable weather **Example – UK** • Global ecosystem locations • Rainforests - **Example – Amazon, South America** • Hot deserts - **Example – Sahara** • Savannah grasslands - **Example – Africa, Savannah** • Safari tourism - **Example – Kenya, Africa**	

Roundwood Park

Geography Department: Overview of Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Introduction to Geography, human and physical studies**					
	Around the world in 80 days - What is geography? - Where are we? Continents - Where are we? Oceans and regions - Longitude and latitude - Introduction to Antarctica	**Map Skills** - Compass directions - Map symbols - Grid References - Relief - Scale -	**Water Water Everywhere** - Water cycle - Features of a river - Landforms - Causes of flooding - Impacts of flooding – Bangladesh	**Water Water Everywhere** - Impacts of flooding UK case study - Managing flooding DME	**Location Location Location** - Settlement - DME - Zone of the city - Historic Harpenden - Rural Urban fringe	**Location Location Location** - Fieldtrip to St Albans - World cities - Megacities -Kibera slum case study
	Assessment 1: Antarctica Report **(Knowledge/enquiry)**	**Assessment 2:** End of unit test **(Knowledge /understanding)**	**Assessment 3:** Bangladesh flooding **(Knowledge/enquiry understanding)**	**Assessment 4:** End of unit test **(understanding/ enquiry)**	**Assessment 5:** Historical Harpenden **(Understanding /enquiry)**	**Assessment:** End of year exam **(Knowledge/ understanding)**
Year 8	**Human and physical studies**					
	Money makes the world go round - Economic activities - Primary activities - Food Security - Food solutions - Food miles - Food assessment 'Should the school build hydroponics?'	**Money makes the world go round** - Secondary activities - DME – location of industry - Globalisation – TNC Apple	**Environmental Concerns** - Environmental Issues - Global warming - Plastics - Local actions/ global effects - Endangered species - Coral reefs	**Energy** - Energy resources - Energy issues - Energy production - Eco-homes	**Human Traffic – 7 million and counting** - Population - Population pyramids - Population distribution - Population Issues - Managing population - China's Population Policies - Migration Issues - Mexico – USA - Research task – refugees	
	Assessment 1: Quarrying **(Enquiry)**	**Assessment 2:** End of unit assessment **(Knowledge/ understanding)**	**Assessment 3:** Endangered Species **(Knowledge/ understanding)**	**Assessment 4:** End of unit test **(Knowledge/ understanding)**	**Assessment 5:** End of year exam **(Knowledge/ enquiry /understanding)**	
Year 9	**Human and physical studies**					
	Restless Earth - Structure of the earth - Rock cycle - Volcanoes - Earthquakes - Tsunami	**Glaciation / coasts** - Ice –Age - Erosion - Landforms - Tourism - Coastal erosion / landforms - Management	**Coasts** - Coastal erosion / landforms - Management	**Rich World / Poor World** - Measuring Development - Trade & development - Reducing the development gap - Aid - China – growth and implication of growth	**Weather and Climate and Ecosystems** - Climate - Weather - Tropical cyclones - Britain's changeable weather - Global ecosystems - Rainforests - Ecotourism - Hot deserts - Savannah grasslands - Safari tourism	
	Assessment 1: Earthquake Comparison **(Knowledge/ understanding)**	**Assessment 2:** End of unit test + Dorset Coast Guide **(Knowledge/ understanding)**	**Assessment 3:** Dorset Coast **(Enquiry)**	**Assessment 4:** Babati **(Enquiry/ understanding)**	**Assessment 5:** End of year exam **(Knowledge/ understanding)**	