



A Guide to the Curriculum at Key Stage 3 (Years 7, 8 & 9)

Geography

The Geography Curriculum at Hasland Hall is designed to inspire in pupils a curiosity and fascination about the world and its people. Students should develop a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments.

The Key Stage 3 course aims to build on the Curriculum at Key Stage 1 and 2, developing new skills and hopefully fuelling students with a passion for the subject that will equip them for GCSE and beyond. There is emphasis on locational and place knowledge, human and physical processes and some technical procedures, such as using grid references. There is a commitment to fieldwork and the use of maps, as well as written communication.

Year 7:

Unit 1: Baseline Assessment: It's Your Planet: Maps

Students begin Year 7 with a map-based assessment to consolidate their knowledge of the World and the UK gained throughout Key Stage 1 and 2 students are introduced to the geological timeline of our planet, from 4.5 Billion Years Ago to the Present Day, alongside the three strands of Geography; Physical; Human; Environmental. Students then go on to learn how to use a range of maps including Ordnance Survey and are introduced to Latitude and Longitude.

Unit 2: Distinctive Places in the UK

Students focus on the Human Geography of the British Isles, our history and the range of peoples within it. We consider population distribution, where people live and why. Students will also begin to think about the economy of Britain, how we make money and why.

Unit 3: Settlements and Urbanisation

The reasons our towns and cities are located in the places they are is studied in some depth, giving students the opportunity to consider why, for example, Chesterfield developed as a market town and how it has changed. Internationally, they consider a LIDC (Low Income Developing Country) and the challenges of living in large and rapidly growing cities such as Mumbai or Rochinha in Brazil.

Unit 4: Coasts

The focus returns to the UK for students to develop their understanding of the physical processes that shape our coastline. They have the opportunity to interact with a range of different resources and create a guide to the Swanage Coast which aims to explain the formation of distinctive features such as 'Old Harry'. They also consider the impact of management on the Norfolk Coast and participate in a decision-making activity to help them empathise with people affected by Coastal Erosion. They participate in a role play of a local council meeting to assess their understanding of the interaction between people and their environments.

Unit 5: Extreme Environments

Students extend their knowledge of different places around the world and develop their ability to describe places in a wider locational context, they investigate Deserts, Mountains and other challenging landscapes. They are assessed on their ability to describe how physical and human processes lead to similarities, differences and a rich variety of species in these extreme environments.

Year 8:

Unit 1: Asia

The aim of this topic is for students to consolidate the skills they have developed during Y7 when describing and comparing places. They use a variety of sources to gain an in depth understanding of South West China. Students complete an investigation into the growth of industry in China and consider the factors that have helped this growth as well as the impact it has had on the country and its people. They relate this to the population control that has taken place in China in the past.

Unit 2: River Systems and Processes

Students build on their understanding of physical processes and relate them to a river system. By the end of the module they will be able to recognise and describe the course a river takes between the source and its discharge into the oceans.

Unit 3: Resources and Energy

We look at how our reliance on fossil fuels and our continual use of water across the planet is creating demand that most feel is unsustainable. Students will look at the consequences of dried-up aquifers in America and how regions such as South Africa are facing Water Poverty. Renewable sources of energy naturally follow on as classes consider how we can sustain growth and our current energy use.

Unit 4: Glaciation

This unit of work provides an opportunity to develop students' understanding of physical processes through the study of glaciers. Students map where glaciers are today and how glacier location has changed over time. They are introduced to the issues of glacial retreat and carry out calculations based on the Rhone Glacier in Switzerland to gain an understanding of the scale of the problem. They learn about how glaciers are formed, the processes which take place and the key glacial features which are created.

Unit 5: Weather and Climate

Students learn about the factors that influence weather and climate in the UK. Drawing on their knowledge and understanding, they suggest relevant geographical questions to investigate the factors influencing temperature and conditions around Hasland Hall School. They are assessed on their ability to select a range of skills and sources of evidence and use them effectively in their investigations. They should identify potential bias in sources and present their findings in a coherent way using appropriate methods and vocabulary to reach clear conclusions.

Unit 6: Tropical Rainforests

Students begin by using the atlas skills acquired in Year 7 to compare the distinctive physical and human characteristics of different parts of Brazil. They then focus on the Amazon Rainforest to develop their understanding of one of the world's major climate and vegetation zones and specifically the structure of the rainforest ecosystem. They carry out a decision-making exercise to explore the interaction of people with their environment and the impact of deforestation on the tribal people. Their assessment is based on a diary extract which tells the story of a migrant who moves to go and live in Rio de Janeiro.

Year 9:

Unit 1: Tectonic Hazards and Asian Tsunami Decision making Exercise:

Students learn about the tectonic plates which are the pieces of the rocky outer layer of the Earth known as the crust. They explore how the movement of these plates causes volcanoes and earthquakes and then consider how this affects people. The assessment is based on the Tsunami which killed over 200,000 people in South East Asia in 2005. Students make a decision about the best way to protect people from similar events in the future.

Unit 2: GIS (Geographical Information Systems)

We consider the development and usage of GIS in solving medical mysteries, crime and environmental risks such as flooding. Students will undertake a decision-making exercise on the benefits and limitations of GIS using a range of web-based resources such as The Environment Agency's site.

Unit 3: Two City Studies

As an introduction to the work undertaken at GCSE level, students carry out two Case Studies, one on Salford Quays near Manchester and one on the development of a major city, Leeds. The aim of this topic is for students to consolidate the skills they have developed throughout Key Stage 3 and push their level of responses to GCSE standard.

Unit 4: Global Development

Across the world, countries' capacity to develop can be measured in a number of ways. We introduce classes to the indicators that suggest whether a country can be determined as developed, developing or advanced. In order to provide a focus for their learning, we consider Ethiopia as a case study, looking at which stage on the Rostow Model they could classify it as, and then comparing it to the United Kingdom.

Unit 5: Environmental Threats to Our Planet

The focus of this unit is to develop an understanding of the causes and potential consequences of global climate change on people and the environment. Students select an issue that they feel is important such as; disappearing Himalayan Glaciers; Greenland and Antarctica losing ice, or the severity of hurricanes and other weather phenomena. They carry out independent research on their chosen issue and prepare a report for their assessment.

Grouping

Students are taught in mixed ability groups throughout KS3.

Assessment

Formative assessment is continual within the department and includes teacher comments, as well as peer and self-assessment. Dialogue marking encourages students to respond to questions asked of them in their books using green pen. Summative pieces for each unit are completed in class, such as answers to key questions. Summative feedback provides a level based on the previous National Curriculum 8 Level Assessment Scale and adapted to include the New National Curriculum criteria.

Literacy/Numeracy Skills

As well as developing an understanding of Geography, the course expects students to be reading sources and responding to them in developed and extended pieces of writing. Marking for literacy is an expectation of staff reflecting the emphasis the school as well the Humanities department places on strengthening and developing all aspects of literacy throughout the year.

Promoting Reading for Pleasure/Independent Reading

All units require students to think about meaning within text and respond using writing that is fit for purpose. Staff delivering lessons are expected to demonstrate an appreciation of reading.

Support, Strategies and Interventions for students (SEN, Most Able, Students not making Expected Progress)

Teachers in the Humanities department support and challenge students in lessons to make the very best progress they can. In order to achieve this, Teaching Assistants may be directed to focus on developing high level responses from our most able cohort, support students with literacy, at the direction of support specific students in improving elements of the modules, such as asking higher level questions such as “Do you agree...?”.

Within lessons we expect and encourage questioning from our young people whether clarifying the expectations of the teacher, or developing an open question, the answer to which may not be immediately clear. Students know that we have an open-door access to them in lunch-time and frequently after school. In addition, the school’s Homework Club is a valuable resource to support students; Humanities teachers liaise with colleagues who run Homework Club to ensure the best support is given to all our students.

Useful Resources for Home

All of our students have access to ‘Kerboodle’, an online package that integrates their classroom learning with the ability to continue their progress using resources directly linked to the course. In addition, using their login, students and parents will be able to access Digital Versions of the text book and any additional resources we hope will benefit their progress. Students’ Geography teachers will provide their login and many homework and assessed tasks will be set using Kerboodle.

Websites to access might include

- BBC Planet Earth
- Travel Documentaries
- National Geographic

How to help your child in Geography

As well as reviewing your child’s work, we hope that you can support Hasland Hall’s Geography department by talking to your child and engaging in dialogue about the ideas covered in lessons. It is also useful to encourage them to engage in current affairs by watching the news and reading the newspaper. If you are out walking in the countryside encourage them to use an Ordnance Survey map and take the lead on route planning, calculating distance and direction and relating points of interest to symbols on the map.

Glossary of terms

Please refer to the Glossary in each of the Key Stage 3 Text Books, accessible through ‘Kerboodle’.

- Geography 1, and 3 pages 142 & 143