





KS3 Curriculum Intent for Geography at Blessed Robert Sutton Catholic Voluntary Academy

	<p align="center"><u>Overall Aim of subject</u></p> <p>By studying Geography at Blessed Robert Sutton all pupils from Year 7 to Year 11 will gain a coherent knowledge and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes enlightened by the Sutton Way.</p>
	<p>Geography will teach spiritual development by pupils developing an appreciation of God's creation and an understanding of the interaction of human and physical processes. Pupils will understand the importance of global citizenship, green ambassadorship and the importance of sustainability so that we can protect the planet for future generations.</p>
	<p>Geography will teach social excellence through a range of teaching strategies that allow opportunities for pupils to work effectively as a community. Class discussions will develop pupils' abilities to work effectively as a team; communicating, respecting, listening and developing each other's ideas.</p>
	<p>Geography will teach academic excellence by developing an understanding of the academic rigours of studying Geography. Pupils will develop an understanding and appreciation of locational and place knowledge. Teaching will equip pupils to understand, describe and explain human and physical geography and to apply a range of geographical skills in anticipation of completing fieldwork. Pupils will develop their knowledge of atlases, globes and maps and be able to use grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. Pupils will use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Additionally, pupils will learn how to use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>
<p>Enrichment opportunities in this subject include:</p> <ul style="list-style-type: none"> • Super Curriculum Challenges • Fieldwork Trips 	

Key Stage 3 Course description

Pupils will follow the Key Stage 3 National Curriculum considering further study at Key Stage 4 with the AQA GCSE Geography. As a result, the Geography Curriculum aims to enable pupils to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Year 7	Our Fantastic Planet	Our Hazardous Planet	Our Super Planet	Our Intriguing Planet
Year 8	Our Unequal Planet	Our Blue Planet	Our Global Planet	Our Diverse Planet
Year 9	Our Future Planet	Our Sustainable Planet	Our Peaceful Planet	Our Unique Planet

Year 7

In Year 7 pupils will initially begin by assessing and developing their geographical knowledge and skills from Key Stage 2 with a key enquiry into 'How can geography help me to locate and describe fantastic places?' Pupils will test their locational knowledge of the world and develop their understanding of map skills that will be revisited throughout KS3 and KS4. Pupils will then move onto 'How dangerous is it to live near tectonic hazards?' considering the physical processes surrounding plate tectonics, earthquakes and volcanoes and the impact on humans. Pupils will then consider 'How far are China and Russia's future superpowers?' by considering the physical, human and environmental geography of China and Russia. Pupils will conclude the year by developing their understanding and appreciation of how geographers can investigate using fieldwork in 'How can fieldwork help geographers?'

Year 8

In Year 8 pupils will continue to develop their geographical knowledge and skills with an initial enquiry into global development and the differences between High-Income Countries and Low-Income Countries in 'Why is there a development gap and how can we reduce it?' Pupils will then consider the power of water in shaping rivers, weather and coasts in 'How does water shape the world we live in?' Pupils will then study the issues of globalisation and urbanisation, especially considering the impact on culture and populations in South America and Asia in 'What are the opportunities and challenges of globalization and urbanisation?' Finally, pupils will conclude the year by focussing on the diverse physical and human Geography of 'Africa; a continent of contrasts?'

Year 9

In Year 9 and their final year of KS3 Geography, pupils will continue to develop their understanding of geographical knowledge and skills with an initial enquiry into sustainability and 'What are the futures of living spaces in the UK and beyond?' This will then be developed further by considering the future issues of resource management and 'How sustainably are we using the world's resources?' Pupils will then complete an enquiry into how physical and human geography has influenced past and present conflict in 'How far does geography influence conflict?' Finally pupils will conclude the year by considering the processes and challenges of different ecosystems and biomes in 'What are the characteristics, opportunities and challenges of different biomes?'

Assessments

Students will be assessed twice every unit in the form of a mid-unit and end of unit assessment on different geographical skills and knowledge. Do Now starters are in the form of spaced retrieval questions so that pupils are consistently knowing and remembering more and regularly assessing their understanding key concepts such as human and physical processes, analysing a range of geographical data and applying map skills. In KS3 Geography pupils will be assessed formatively using a range of peer and self-assessment, as well as through marking and feedback in the form of clear targets and questioning by teachers to ensure consistent progression. Pupils should also take responsibility for their own learning by regularly using and updating Personal Learning Checklists (PLCs) to assess their understanding of the key knowledge and skills taught and completing retrieval practice activities using Knowledge Organisers.

Summative assessment practices at KS3 ensure that there is clear line of progression from KS3 to KS4 in assessment of categories of substantive and disciplinary knowledge.

Ways to help my child succeed

Speak with your child about the topics they are studying in school and encourage them to read around the topic outside of school. There are a range of excellent websites, books and documentaries that will assist with this. Please don't hesitate to contact the department for further ideas.

Useful websites

Links to some useful websites for parents/students to access

BBC Bitesize Geography

Geographical Association

National Geographic