Key Stage 3 at a glance:

[Human geography topic; Physical geography topic; Place study;]

Year 7: (74 / 78 lessons)

1: My Place: (17 lessons)

2: How have jobs changed in Maryport over time? (15 lessons)

3: Spaceship earth: (25 lessons)

4: Plate tectonics: (17 lessons)

Year 8: (65 / 78 lessons)

2: Glaciation and the Lake District: (16 lessons)

2: Natural Resource Exploitation: (24 lessons)

3: The River Ellen has changed our landscape: (16 lessons)

4: The diverse geography of Africa: (13 lessons)

Year 9: (78/78 lessons)

1: Global Development: (20: lessons)

2: West Cumbria's coastline is changing: (12 lessons)

3: Urbanisation: (18 lessons)

4: Asia – a region of rapid growth (including Russia and the Middle East): (24+ lessons)

Assessment:

End of topic written assessments including spag, designed to give a predicted grade at GCSE.

Curriculum justification

The Key Stage 3 curriculum starts in **year 7** with what students are already familiar with, zooming in on Maryport to use their already rich schema of their local area to delve deeper into what geography is and develop map skills. We develop this further in our next unit by looking at how Maryport has changed over time, in particular investigating job sectors in Maryport and how they have been changed by the processes of industrialisation and globalisation. We finish by looking at how goods we buy in Maryport have impacts around the world, particularly in Africa (primary industry) and China (secondary industry) which we will come back to later.

We then zoom right out and back to view our planet from geological time scales of billions of years, to our present, life-giving planet, sailing through space. Students will develop an awe and wonder of the planet we call home, appreciating how it is intricately interconnected in order to support life, including us. We will learn this through the rock cycle, water cycle and global atmospheric circulation, topics which provide the foundation for future physical geography topics such as natural resources (water and food), the river Ellen, Africa and Asia's biomes and tectonics.

We then zoom in on the lithosphere and plate tectonics to explore how this has changed our rocky planet over time, cycling rocks and the causes, impacts and responses to the resultant earthquakes and volcanoes in Nepal and Japan, two very different countries in Asia, which we will come back to later.

In **year 8** we start by looking at the Lake District, investigating our local landscapes through GIS and maps and finding out how they have been changed so dramatically by past ice ages and glacial processes, and how they are being managed today.

We then zoom back out to look at the unprecedented population growth on planet earth and the resultant natural resource exploitation of water, energy and food resources to meet the needs of the population. We look at the impacts of this on people and the environment and then, importantly, what we can do to respond.

We then zoom back in on our local area, investigating how the river Ellen changes as it flows from the Lake District mountainous landscape, past our school and into Maryport. We look at how the river Ellen has changed the landscape since the end of the last glacial period, as well as how we have affected it.

We finish the year by investigating the diverse geography of Africa, challenging stereotypes as well as building on our knowledge of global atmospheric circulation, biomes and tectonics. We also learn about how we, in West Cumbria, are linked to past colonialism and exploitation in Africa, and how this historical influence has shaped Africa today.

In **year 9** we build on the interest captured in the Africa unit, investigating the uneven development of countries around the world, the causes, impacts and, importantly, how we can respond.

We then go back to our local area, using maps and GIS to investigate West Cumbria's coastline, in particularly how waves have changed the landscape and how people have changed the coastline.

We then go back to the human geography, learning about the unprecedent global growth of towns and cities in the last few decades. We look at the causes, compare urbanisation in developed and developing countries and question why West Cumbria is not as urbanised as the south-east. We find out how urban populations have changed over time and space, including the impacts of rapid urbanisation and a case study of sustainable urban management.

We finish the year by delving deeper into Asia, particularly investigating the rapid growth in its population, economy, urban areas and development. We question whether global atmospheric circulation, plate tectonics and natural resources have helped or hindered economic growth, particularly in relation to the Middle East region and Russia.

Topic Content

Key:
Knowledge and understanding of geographical processes and concepts (AO1 + 2)
Locational / place knowledge / case studies (AO1 + 2
key words (AO1)
Applying K&U to assess / evaluate issues and make judgements (AO3)
[Geographical skills] (AO4)
Curriculum links with KS2 / local primary schools
Curriculum links within the KS3 topic
Curriculum links with other subjects
Assessments and feedback lessons

Topic 1: The Geography of Maryport (17 lessons)

Building on local primary school work on physical and human geography, with particular focus on Maryport

Key Idea	Detailed content	
NHTW – Geography; infrastructure; services; latitude; altitude; topography / relief; scale bar; contours.		
To introduce students to geography as an academic discipline	L1 - To understand what physical geography is and how it has shaped Mayport's landscape over time. (upland landscapes; lowland landscapes)	
	L2 - To understand what human geography is and how humans have changed Maryport over time. HW – take a photo outside, in any direction, and annotate the physical and human geography on it. EBI -print / email it	Geog.1 1.1; 1.3
	L3 – To understand what makes a good geographer.	
Map skills (including globes and atlases)	L4+5 – To know compass directions (8 points) To use this to locate and label the following on a world map: • Lines of longitude (Prime Meridian); latitude (equator; Tropics of Cancer and Capricorn; Arctic and Antarctic Circle; North and South Pole); Northern and southern hemisphere • Tropical, temperate and polar regions • Continents, oceans, • UK, Maryport	Geog.1 2.9
	L6 – To understand what a country is and locate and label the countries of the British Isles and UK, as well as regions of England.	Geog.1 3.2
	L7 – To understand what a county is, locate Cumbria, and understand what services and infrastructure are – provided by local country councils	
To learn how to use an OS map	L8 – To know how to use an OS map key to find out what map symbols mean and to use this to identify human and physical features on an OS map of Maryport	
	L9 – To know how to use 4 figure grid references to locate a grid square on an OS map	Geog.1 2.5
	L10 – To know how to use 6 figure grid references to pin point a location on an OS map	Geog.1 2.5
	L11 - To know how to use a scale bar to measure distance on an OS map	Geog. 1 2.6
	L12 – To understand how height is shown on a map, including topographical maps as well as spot heights and contour lines on an OS map Homework - Quizziz	Geog.1 2.8
L13 and 14 – Assessment and Feedback lesson		
Digimaps enquiry	L15 – Using Digimaps to create an annotated map showing their journey to school. (some have used Digimaps in primary school)	
	L16 – Using Digimaps to measure how Maryport's has sprawled over time and investigate how its buildings have changed over time.	

Topic 2: How have jobs changed in Maryport over time? (15 lessons)

Building on students' knowledge of their local place from KS2 and how it has changed over time as well as economic activity including trade links.

Key Idea	Detailed Content	
NHTW: Economy; goods; services; industrialisation; manufacturing; globalisation; de-industrialisation; containerisation; trans-national companies.		
Job sectors have changed over time in Maryport	L1 – To define and understand **economic** sectors: **primary, secondary, tertiary and quaternary** **Homework** – Enquiry - use a questionnaire to interview people to find out whether more people work in primary, secondary, tertiary or quaternary sector jobs in our area. Quantitative and qualitative data	Geog.3 3.1
	L2 + 3 – To write up the enquiry – Introduce the enquiry processes including: • enquiry question • methods • data presentation (use the homework data to create divided bar charts showing the proportion of people working in primary, secondary, tertiary and quaternary sector jobs in our area) • analysis • conclusions • evaluation.	
	L4 – To draw a line graph showing change in economic sectors over time in the UK. [Clark-Fisher model]	Geog.3 3.2
	L5 – To understand how jobs have changed over time in Maryport.	Geog.3 3.2/3
Reasons for the changes in job sectors	L6 – To define industrialisation and know what the industrial revolution was, as well as understand how it caused a change in job sectors in Maryport in the 1800's.	
	L7 – To understand how containerisation caused deindustrialisation in Maryport / the UK. [Use marinetraffic.com to investigate containerisation]	Geog.3 3.4/5
	L8 – To define globalisation and understand how it has caused an increase in transnational companies and therefore de-industrialisation in the UK? [locating countries on a world map e.g. countries involved in making a mobile phone] Homework – Find 20 items in your home – e.g. food / clothes – record the object and country of origin labelled on the packet / label. e.g. Italy / don't know.	Geog.3 3.4/5/6
Assessing impacts of globalisation on jobs in developed, emerging and developing countries	L9 – [Using the homework data collected, calculate percentage local vs global items in our homes] Assessing impacts of de-industrialisation and globalisation on jobs in Maryport. (Introduce social, economic and environmental impacts)	Geog.3 3.5
	L10 – Assessing impacts of transnational companies on primary industry jobs in Africa (DRC)	
	L11 – Assessing impacts of transnational companies on secondary industry jobs in China (Shenzen)	
L12 + 13 – **Assessment** and **feedback** lesson – introduce **explain** command words		
Physical and human geography factors affecting trade	L14 - How does Maryport's location (physical and human factors) affect **trade** and jobs attracted to the area? [Interpreting maps of UK physical geography and human geography]	

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Topic 3: Spaceship Planet Earth (25 lessons)

Building on local primary schools work on water cycle, weather, climate zones, biomes and vegetation belts, tropical rainforests and deserts.

Key Idea	Detailed Content	
NHTW – lithosphere; hydrosphere, atmosphere; biosphere; sedimentary rocks, igneous rocks; metamorphic rocks, weathering; mass movement; erosion; transportation; deposition.		
Introducing planet earth – we are all living on the same ship, dependent on it for life.	**L1 – The earth's spheres and how they have changed over time to give life to planet earth.**	Geog.1 4th ed. Pg.6-11
The Rock Cycle (lithosphere)	**L2+3 Rocks -** Characteristics and examples of sedimentary (chalk, sandstone), igneous (basalt and granite) and metamorphic (schists, slates) rocks.	Geog.3 1.1/.2
	L4 - Lake District Rocks and geological time scales	Geog.3 1.5/ Geog.1 4th ed. P.11
	L5 – How are rocks broken down? – **weathering** (**mechanical** incl. **freeze thaw,** heating and cooling and reduction in pressure; **chemical** – incl. **solution** and **biological** incl. plant roots)	Geog.3 1.3
	L6 - What is soil? – links to all 4 spheres	Geog.3 1.8
	L8 – The rock cycle – including **erosion, transportation** and **deposition.** **Homework** – Write a biography of a rock as it moves through the rock cycle.	Geog.3 1.4
	L8 – Feedback (marked or peer assessed)	
NHTW – evaporation, condensation, precipitation, water vapour, overland flow, infiltration, throughflow, groundwater, interception, transpiration		
The Water Cycle (hydrosphere)	**L9 - The water cycle** – including **evaporation**, **water vapour**, **condensation**, **precipitation**, **overland flow/surface runoff.**	Geog.1 5.2
	L10 & 11 – What causes clouds / rain? – Convectional rainfall, **relief** rainfall / rain shadow effect and frontal rainfall.	Geog.1 3.3 / 5.6

	L12 – What happens to rain when it reaches the ground? - Infiltration, throughflow, groundwater, interception, uptake by roots and transpiration	Geog.1 5.2
	L13 – Investigating infiltration rates (and interception)	
	L14 – Investigation write-up - Data presentation, analysis, conclusions and evaluation **Homework**: Write a biography of a drop of water as it moves through the water cycle.	
	L15 – Feedback (marked or peer assessed)	
NHTW – Climate; distribution; biome; biotic; abiotic		
Global Atmospheric Circulation affects the distribution of global biomes	**L16 – Global Atmospheric Circulation** – differential heating causes air to rise at the equator and descend at the poles, however the spin of the earth causes 3 pairs of circulation cells not just one pair. Hadley, Ferrel and Polar cells.	Geog.2 5.1/.2
	L17 – How latitude and Global Atmospheric Circulation affect the worlds climates and biosphere – where air is rising it causes condensation and rain forming forests, where air descends it causes blue skies and deserts. link to evaporation, water vapour, condensation, precipitation, convectional rainfall (at the equator) and frontal rainfall (between Ferrel and Polar cells – most common rain in the UK).	Geog.2 5.1/.3/ (.4 - fronts)
	L18 - Distribution of the world's biomes (tropical, temperate and boreal forests, tropical and temperate grasslands, deserts, tundra and mountain). [Make a choropleth map of global biomes]	Geog.1 6.7 Africa
	L19 – Characteristics of the world's biomes – link to GAC / water cycle, most primary schools look at Amazon rainforest	
Revision / conclusion	**L20 - How the lithosphere, hydrosphere and atmosphere interact to sustain life on spaceship planet earth.** Including biotic and abiotic Homework – revise Global Atmospheric Circulation and Biomes	
L21 + 22 – Assessment and **Feedback**		
Introducing coral reefs	**L23 – Coral reefs.** Including location and why they are important to people and the environment.	

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Topic 4: Plate Tectonics (17 lessons)

Building on KS2 knowledge of mountains, volcanoes and earthquakes – some schools have done plate tectonics in detail including plate boundaries, types of volcanoes, comparing causes, impacts and responses to earthquakes and volcanoes including negative and positive impacts of volcanoes.

Key Idea	Detailed Content	
NHTW – Continental crust; oceanic crust; mantle; divergent; convergent; subduction; transform; seismic; composite volcano; shield volcano; pyroclastic flows.		
Plate tectonics theory	**L1+2 – What is plate tectonics and what is the evidence for it?** Including characteristics of the crust (continental and oceanic), mantle and core. Homework? **GIS Enquiry** to describe the distribution of volcanoes and earthquakes globally	Geog.3 5.1/.2
	L3 - What is causing tectonic plates to move? - convection currents (link to convectional rainfall) + slab pull and ridge push theory.	Geog.3 5.2
	L4 - The impact of plate movements depends on the type of plate boundary: divergent; subduction, transform and convergent plate boundaries including hazards and features found at each: mountain building, ocean trenches, mid ocean ridges, earthquakes and volcanoes and examples of where the boundaries occur. Homework – revise tectonics	Geog.3 5.3
	L5 – **Explain** how both earthquakes and volcanoes occur at a subduction plate boundary – peer assess and green pen improve.	Geog.3 5.3
Earthquakes	**L6 How do we measure earthquakes** (epicentre, seismic waves, Richter scale, magnitude scale - logarithmic)	Geog.3 5.4
	L7+8+9 Comparing an earthquake in a richer country (Japan) **and a poorer country** (Nepal). Including causes; impacts (including tsunami and social, economic and environmental) and responses (by individuals, organisations and governments – before, during and after)	
	L10 Complete and describe a scatter graph on logarithmic paper comparing earthquake magnitude and deaths Homework – revise earthquakes	
Volcanos	**L11 Composite and shield volcanos**	
	L12+13 Negative Impacts of volcanic eruptions – pyroclastic flows, lava flows, ash clouds, lahars (mudflows); volcanic gases - CO2	Geog.3 5.7
	L14 Positive impacts of volcanic eruptions Homework – revise volcanos	Geog.3 5.9
L15 / 16 – Assessment and feedback including introducing **assess / evaluate** question		