



Year 7

During Year 7 students...

Autumn Term

During all KS3 years, students learn four main topics. For the most part of the autumn term year 7 learn about **map skills** which will include learning their continents and the countries of the British Isles. They will learn key geographical map skills such as grid references, relief, scale and directions.

This will lead us nicely into learning about the **UK** in more depth for topic two. Students will learn about the physical characteristics of the UK such as its climate and landscape. In contrast, we will study the more human aspects of the UK including its economy, where people live and how this is changing.

Spring Term

In the first few weeks of the spring term, we will finish the UK topic. This will be followed by probably the most important global topic of **weather** and **climate change**. Initially students will examine what weather, climate is, and what influences it. They will study climate influences like pressure, atmosphere and clouds. This will lead us into looking at the global phenomena of climate change. Students will study how it affects us locally as well as globally, and consider if enough is being done to tackle. The unit will end with the use of a UK weather case study to blend in all we have learnt.

Summer Term

The final topic for year 7 will begin before the summer term but take us to the end of the year. The last topic will be **Asia**. Initially students will look at the location of Asia and where it is the world. We will investigate the physical geography of the most populated continent as discover its diversity in terms of mountains, deserts and climate. Students will then study the human aspects of Asia, looking at settlements, its economy and development, before considering its importance in the world.

Year 8

During Year 8 students...

Autumn Term

During all KS3 years, students learn four main topics. For the most part of the autumn term year 8 learn about Coasts & Rivers which will include learning key processes such as erosion and weathering. They will look at key landforms such as headlands and meanders and will use Happisburgh in North Norfolk and the River Tees as their case studies.

Towards the end of the autumn term year 8 will move on to population. They will study change in **population**, at a country and global level, due to changes in birth rate, migration and death rate.

Describe a megacity and explain their global distribution. Using Japan as a case study, students describe the population of Japan using a population pyramid and demographic transition model. They will then explain the causes of an ageing population and assess the potential benefits and problems. Apply this understanding to a case study of Japan.

Spring Term

The unit of population will be completed in the spring term before introducing the exciting topic of **tectonic hazards**. Students will begin with looking at the earth and its connection with tectonic plates. Then we will examine the different plate boundaries and the different hazards they can cause. We will link this to the issues this can have on people and settlements using a case study to support this. Lastly, students examine the different ways the impacts from tectonic hazards can be reduced.



Summer Term

For the final part of year 8, pupils will examine one of the most important aspects of human geography; the economy. They will identify different job groups, and how economic structures work within businesses. Examining how the economic sectors have changed in the UK, (linked to technology and development). We will look at economic activities from local to global scales, and how the UK's global links have grown. Students will link their studies on the economy to human fieldwork data collection and how we use tropical rainforests as an economic resource.

Year 9

During Year 9 students...

Autumn Term

During all KS3 years, students learn four main topics. For the most part of the autumn term year 9 learn about glaciation which will include learning key processes such as transportation and erosion. They will learn about glacial formation and study how the ice age affected the UK in the past and still influences our life today.

In the second half of the autumn term, students identify the key features of a superpower and how the UK was a superpower. They will explore the location, geography and demographics of China, and understand political differences of UK and China, using China's One Child Policy. We will look at the causes of China becoming a superpower, comparing it to the history, countries and key principles of the EU and its collective wealth, military and trade benefits of the EU. The last super power we examine is the USA, where we explore the wealth and inequalities in the USA, before studying the politics and influence of the USA on the wider world.

Spring Term

Super powers will be completed early in this term before moving on to the mysterious and wonderful continent of Africa where we describe the physical and political maps of Africa. We look at the contrasting African climate and the distribution of biomes, examining the causes and consequences of desertification in Africa. We study the politics of Africa and how it has been shaped by colonialism. Finally we explore how the size and structure of Africa's population is changing, and the causes and consequences of rapid urbanisation in Africa, and the role of major African countries in the global political and economic systems.

Summer Term

The final topic for KS3 will see students undertake a small piece of local fieldwork. They will describe the enquiry process for completing fieldwork and explain the importance of each stage: introduction, methods, data presentation, data analysis, conclusion and evaluation. Students complete primary research in an appropriate fieldwork environment using an appropriate enquiry process. They will present data using appropriate graphical techniques. Finally, students will use their data to make substantiated judgements, and write up a conclusion to their findings and evaluate the success of their fieldwork.