

Geography – Programme of Study KEY STAGE 3

Due to a four day a week, 19-week placement it is not possible to teach the Geography curriculum in its entirety. Great thought was put into what was most appropriate for our profile of students to access. It was decided that due to the importance of core subjects, reading and PSED, History and Geography would be split across the 19-week placement (8 weeks of each). Two cycles will be taught in the event that a pupil is with us longer than 19 weeks. Therefore, two topics will be taught per cycle:

	Week 1-5	Week 6-10	Week 11-14	Week 15-18	Week 19						
Cycle 1	Induction History Unit	Locational Geography <table border="1" data-bbox="465 794 974 954"> <tr> <td>Content focus</td> <td>Locational knowledge –The World & Asia</td> </tr> <tr> <td>Skills focus</td> <td>Atlas skills, globes</td> </tr> </table>	Content focus	Locational knowledge –The World & Asia	Skills focus	Atlas skills, globes	History Unit	Geography Unit <table border="1" data-bbox="1211 802 1491 962"> <tr> <td>Map Skills & Local Area (walk) & Coasts</td> </tr> <tr> <td>O/S map skills</td> </tr> </table>	Map Skills & Local Area (walk) & Coasts	O/S map skills	Curriculum Trip/ Lesson re-cap
Content focus	Locational knowledge –The World & Asia										
Skills focus	Atlas skills, globes										
Map Skills & Local Area (walk) & Coasts											
O/S map skills											

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Prior learning KS2	Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This should include	Understand geographical similarities and differences through the study of human and physical geography in the UK and a region in a European	Describe and understand key aspects of: Physical geography (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and	<ul style="list-style-type: none"> • Use Atlases, maps, globes and digital mapping to locate countries. • Use 8 points of a compass, 4/6 figure grid references, symbols and key (O/S

Programme of study and progression outline:

Geography Key Stage 3 and 4

	the most significant physical and human features.	Country and a region within North or South America.	earthquakes and the water cycle). Human geography (types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	maps) to build knowledge of the UK and wider world. <ul style="list-style-type: none">Use fieldwork to observe, measure, record and present the human and physical features in the local area.
Taught content: Knowledge/Skills	<ul style="list-style-type: none"> Extend locational knowledge and deepen spatial awareness of world's countries using maps to focus on Africa, Russia, Asia (including China and India) and the Middle East. Asia (including Russia and China). For the above countries, focus on: environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. 	<ul style="list-style-type: none"> Understand Geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia. South West China 	<ul style="list-style-type: none"> 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: rocks, weathering and soils: weather and climate, including the change in climate from the Ice age to the present: and glaciation, hydrology and coasts. Coasts Understand how human and physical processes interact to influence and change landscapes, environments and the climate: and how human activity relies on the effective functioning of natural systems. 	<ul style="list-style-type: none"> Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field. Locational Knowledge (The World, UK, North and South America, Europe, Asia, Africa). Map Skills – Plan and complete a walk. Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and Ariel and satellite photographs. Map skills – plan and complete a walk Coasts

	<ul style="list-style-type: none"> • Locational Knowledge – The World • Asia 		<ul style="list-style-type: none"> • Coasts 	<ul style="list-style-type: none"> • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from the geographical data, using multiple sources of increasingly complex information • Coastal fieldwork – Dunwich
<p>Subsequent learning</p> <p>GCSE AQA Geography</p>	<ul style="list-style-type: none"> • Tectonic Hazards • Weather Hazards • Climate Change • Ecosystems • Tropical Rainforests • Cold Environments • UK Physical Landscapes • UK Coastal Landscapes • UK River Landscapes 	<ul style="list-style-type: none"> • Urban issues and challenges • The changing economic world • The challenge of resource management • Energy 	<ul style="list-style-type: none"> • Issue evaluation • 2 pieces of fieldwork 	<ul style="list-style-type: none"> • Cartographical skills • Graphical skills • Numerical skills • Statistical skills • Use of qualitative and quantitative data • Enquiry and argument • Literacy

NB – the taught strands are in green.

National curriculum areas covered:

- Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on **Asia (including China and India)**, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.
- Place Knowledge: Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia.
- Human and physical geography: Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: Physical geography relating to weathering and coasts. Human geography relating to: population and urbanisation; international development.

Programme of study and progression outline:

Geography Key Stage 3 and 4

- Geographical skills and fieldwork: 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 and scale, topographical and other thematic mapping, and aerial and satellite photographs.

National curriculum areas omitted:

- Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.
- Place Knowledge: understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa.
- Human and physical geography 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; rocks and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation and hydrology. Human geography relating to: economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. 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
- Geographical skills and fieldwork: use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.