

# SUPPORTING YOUR CHILD THROUGH KS3 GEOGRAPHY



## Best ways for your daughter to excel in Geography

- Ask questions, be inquisitive!
- Relate your learning in the classroom to outside...
- Use and engage with the resources on FIREFLY!
- Encourage your daughter to catch up with class work, if she is absent or out of the lessons for any reason
- Ensure all class work is completed to a high standard
- Watch the news or read newspapers to look out for geographical content, such as natural disasters
- Browse Youtube for geographical content, such as map skills and physical geography
- When preparing for an upcoming assessment, begin revision early. Remembering your exercise book is a vital revision guide

## AND FINALLY, BUT MOST IMPORTANTLY,

- ENJOY IT!

## WHAT DO WE STUDY AT KS3?

All pupils are taught in mixed ability teaching groups and have three one hour lessons per fortnight, with retrieval practice (*Geog your memory*) homework set fortnightly.

The content and topics taught provide a broad and balanced Geography curriculum, including aspects of human, physical and environmental Geography.

YEAR 7		YEAR 8
AUTUMN 1	<p><b>What is Geography?</b></p> <p>Pupils will be introduced to the subject of Geography, developing their geographical enquiry skills as well as vocabulary. Pupils will explore their new school environment through the use of OS mapping and field sketching.</p> <p>Pupils will then be introduced to the sequence of a geographical enquiry, conducting a bipolar assessment of the schools environment before analysing their radial graph results.</p>	<p><b>How do tectonic hazards impact our planet?</b></p> <p>Pupils will develop their knowledge of tectonic hazards through the distribution of plate boundaries and how they move. They will have the opportunity to explore the distribution and creation of earthquakes, volcanic eruptions and tsunamis.</p> <p>Throughout the topic pupils will have the opportunity to explore the distribution and structure of various volcanoes, before assessing the advantages and disadvantages of living by active volcanoes. Throughout the topic pupils will explore the regional and local effects of volcanic eruptions, as well as evaluating how the risks of volcanic eruptions can be reduced.</p> <p>In addition, pupils will have the opportunity to explore the distribution, creation and means of detecting earthquakes as well as investigating the damage of tectonic hazards in LICs and HICs. Pupils will then develop their knowledge further by assessing the significance of primary and secondary effects of the Nepal 2015 earthquake.</p> <p>Furthermore, pupils will learn how tsunamis are generated and the global effects of one of the most devastating tectonic hazards the world has ever experienced, Asian Ocean tsunami 2004.</p>
AUTUMN 2	<p><b>How are populations changing?</b></p> <p>Pupils will investigate global population change from 1800 to present, before assessing factors which influence population change and natural increase. Pupils will then apply their new understanding of factors affecting population change to population pyramid structures and factors which influence population distribution. Pupils will then explore the reasons for China introducing the One Child Policy. Before categorising the social and economic impacts of the policy.</p> <p>In addition, pupils will investigate patterns of migration and reasons for migration before challenging perceptions of the term 'migrant'.</p>	

YEAR 7		YEAR 8	
SPRING 1	<p><b>In what ways are ecosystems unique?</b></p> <p>Pupils will be able to explore a range of ecosystems and biomes around the world, at a variety of locations. They will have the opportunity to understand how animals adapt to various ecosystems in order to survive.</p> <p>They will then explore the key characteristics and structure of the rainforest, including plant adaptations, before investigating the specific causes and impacts of deforestation in the Amazon rainforest.</p>	<p><b>Is globalisation a blessing or a curse?</b></p> <p>Pupils will explore the concept of globalisation, assessing various stakeholder opinions and effects of globalisation on places, people and the environment. They will study the global links and economic activities to create clothing, as well as investigating advantages and disadvantages of MNCs. Pupils will then investigate the reasons for MNCs relocating their manufacturing to LICs, leading onto experiencing sweatshop working conditions. Finally pupils will explore those responsible for the Rana Plaza collapse.</p>	
SPRING 2	<p><b>How do coastal processes influence our coastlines?</b></p> <p>During this term pupils will investigate coastlines at a range of scales around the world. Pupils will learn how the processes of erosion, transportation and deposition shape the coastline, with their understanding being demonstrated through a board game. They will then move onto understanding how these processes affect erosion rates along the Holderness coastline, before exploring coastal management strategies.</p>	<p><b>Does tourism have a dark side?</b></p> <p>Pupils will explore the changes and factors affecting the growth of dark tourism. They will explore a variety of dark tourist destinations located in contrasting countries and environments, evaluating advantages and disadvantages for local communities and economies. Finally pupils will investigate moral decisions associated with dark tourism and consider if certain destinations should be accessible to tourists, before evaluating various strategies which have the potential to reduce the impacts of dark tourism on local cultures and environments.</p>	
SUMMER 1	<p><b>How are the characteristics of urban areas changing?</b></p> <p>Pupils will investigate global patterns of urbanisation, including push and pull factors. Pupils will be introduced to the effects of rapid urbanisation and how urban areas are implementing strategies to tackle the pressures of overcrowding. Pupils will then investigate percentage land use changes in urban areas along a transect of Liverpool, referring to the Burgess and Hoyt model.</p> <p>In addition, pupils will discover the location, features and characteristics of squatter settlements in order to understand the positive and negative impacts living here brings to the local population. Finally, pupils will explore the features of sustainable urban living, and the threats urban areas pose on natural habitats.</p>	<p><b>Are certain factors responsible for the spread of diseases?</b></p> <p>Pupils will explore the relationship between health and diseases, assessing factors which contribute to the spread of diseases (i.e. malaria, Ebola, HIV). They will investigate the healthiest locations at a national and global scale, as well as assessing health care provision.</p>	
SUMMER 2	<p><b>Can we work to save our planet from ourselves?</b></p> <p>Whether we acknowledge it or not, we are totally dependent on the natural world. It provides us with every mouthful of food we eat and every breath we take. It is the most precious thing we have, and we need to defend it. Our future depends in our ability to take action now. - David Attenborough-</p> <p>Pupils will investigate the impact of plastic waste on the global marine environment and its links to climate change. This topic is designed to raise awareness on topical issues to date, the damage it is causing our planet and how we can take action now!</p>	<p><b>What is weather and how does it affect our world?</b></p> <p>Pupils will explore a variety of weather conditions and how weather can affect people and environments. They will learn about different types of rainfall, high and low pressure weather systems. Whilst exploring how weather is measured (including temperature, air pressure, wind direction and speed). Pupils will then develop their knowledge further by conducting a micro-climate enquiry, analysing the best location for a picnic at GHS. In addition, pupils will be introduced to a variety of extreme weather events. Pupils will focus on tropical storms and tornadoes, comparing similarities and differences between the geographical distribution of these climate hazards, as well as satellite images, life-span, size and impacts. Pupils will use geographical skills to track the path of a major hurricane, focusing on contrasting images to show impacts and responses.</p>	