

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	AUTUMN 1: WHAT IS GEOGRAPHY? 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 an environmental quality enquiry (fieldwork). Pupils will then be introduced to the sequence of a geographical enquiry, conducting a bipolar assessment of the schools environment before analysing their results.	AUTUMN: HOW DO TECTONIC HAZARDS IMPACT OUR PLANET? 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. Pupils will have the opportunity to explore the distribution, structure of various volcanoes and the products that they product linked to eruption theory and its affect on climate change. Before assessing the advantages and disadvantages of living by active volcanoes, exploring how various factors contribute to risk, as well as evaluating how such risks can be reduced. 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.	
	AUTUMN 2: WHY DO WE NEED TO LEARN ABOUT CLIMATE CHANGE? 'We must realise this is a crisis, and we must do what we can now to spread awareness about this.' - Greta Thunberg - Pupils will be introduced to the concept of climate change and what it has to do with them, laying the foundations for future learning.		
AUTUMN 2 & SPRING 1: IN WHAT WAYS ARE ECOSYSTEMS UNIQUE?		Furthermore, pupils will learn how tsunamis are generated, and explore eye witness accounts of one of the most devastating tectonic hazards the world has ever experienced, Asian Ocean tsunami 2004.	

YEAR 7		YEAR 8	
SPRING 1	<p>school grounds, focusing on biotic and abiotic components and factors that may change ecosystems in the future. Pupils will then explore the distribution of major biomes around the world, whilst understanding the reasons for their geographical locations. Before understanding how animals adapt to various ecosystems in order to survive.</p> <p>Throughout this topic you will learn about a variety of of biomes; tropical rainforests, deserts, tundra, polar environments, coral reefs and oceans, considering the impacts of climate change along the way.</p>	<p>SPRING 1: IS GLOBALISATION A BLESSING OR A CURSE?</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.</p> <p>Pupils will then investigate the reasons for MNCs relocating their manufacturing to LICs, leading onto experiencing sweatshop working conditions. Finally pupils will explore if fashion threatens our planet.</p>	
	<p>SPRING 2: HOW ARE POPULATIONS CHANGING?</p> <p>Pupils will investigate factors which influence population trends, before calculating natural increase. Pupils will then apply their new understanding of factors affecting population to population pyramid structures and factors which influence population distribution. Before evaluating the success of China's One Child Policy.</p> <p>In addition pupils will explore reasons for migration to challenging their perceptions of the term 'migrant'. Before exploring the impacts of climate change on coastal communities.</p>	<p>SPRING 2: DOES TOURISM HAVE A DARK SIDE?</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>SUMMER 1: HOW DOES A COASTLINE CHANGE OVER TIME?</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. They will then move onto understanding how these processes affect erosion rates along the Holderness coastline, before consolidating their knowledge to answer a mystery question.</p>	<p>SUMMER 1: ARE CERTAIN FACTORS RESPONSIBLE FOR THE SPREAD OF DISEASES?</p> <p>Pupils will explore the links between geography, health and disease. Pupils will investigate various diseases (Ebola, COVID-19, malaria) and the impact such has on people, the economy and the environment.</p> <p>In addition, pupils will investigate the prevalence of each disease across the globe. This will be done by assessing historical trends, and health care provision.</p>	
	<p>SUMMER 2: THERE IS NO PLANET 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>This topic will focus on the concept of sustainability, allowing pupils to take responsibility for their actions and the effect they have on our planet. Pupils will develop the knowledge, skills, values and motivations for action providing them with the knowledge to work towards a more sustainable world.</p>	<p>SUMMER 2: IS OUR UNDERSTANDING OF THE WORLD WRONG?</p> <p>This topic is based on the book 'Factfulness', the #1 Sunday Times bestseller. The books key message is that the world is gradually becoming a better place, that extreme poverty can be eradicated and that this will in turn make the population stop growing in just a few decades.</p> <p>Throughout this topic we will use the book as a guide to challenge our view of the world using a range of global statistics to decide if our understanding of the world is wrong...</p>	
SUMMER 2			