Kingstone ACADEMY TRUST

KS3 geography Learning Journey

A good geographer uses a range of data to enquire about:

- *Formation of Physical features*
- *Development of Human features*
- *Interconnected & Interdependent Human & Physical Geography*
- *Sustainability - Looking to the future (all topics)*
- *Inequality of geography*
- *Place, space, scale and time*

Ready for KS4

Do different **ecosystems** face similar issues? **Rainforests and Deserts**

Sustainability
Interconnection
Interdependence
Development
Inequality

How effective are people at sustainability of environments?

How can cities become more **sustainable?**

What issues and challenges does **Rio de Janeiro** face?

What impact does the **sea** have on our **coastline?**

Y9

Why is **India** a country of contrasts?

Is **Africa** a continent in crisis?

Geopolitics
Inequality
Sustainability
Climate Change

Why does geography matter on a global scale?

Why is the **Middle East** a region of inequality?

How do we manage **biomes** sustainably?

Why is **China** changing?

Are **volcanoes** a blessing or a curse?

Y8

How has **the economy** changed in the UK?

How does the geography of **Russia** compare to the UK?

Why are **rivers** important in the UK?

Resources
Weather & Climate
Economy
Migration

Why does geography matter on a local scale?

Why did **Hereford** develop as a **settlement**?

What is the difference between **weather and climate**?

How are UK **populations** changing?

How does geography shape the **UK**?

Y7

Olivia McLachlan 2022

What does Geography involve? Geography is concerned with the formation of **physical features** of the earth and its atmosphere and the development of **human features** on the earth's surface, with a deepening appreciation for how these aspects are **interconnected.** Geography considers the challenges and opportunities of **interdependence** of humans on their environment and their impact when **looking to the future**, considering **sustainable management** of the environment and the **inequality of experiences and resources**. Geographers examine the nature of people, places and the environment within a **spatial context and at different scales**. To help achieve this, students draw on geographical disciplinary practices as well as the integration of analyses across human and physical processes, to draw conclusions.

How do students make progress through the Geography curriculum? The Geography curriculum is carefully planned as a journey, allowing students to travel further as a foundation for a lifelong conversation, acquiring an interest and enthusiasm for the subject, challenging misconceptions and equipping them with the skills to navigate a changing world.

Y7 starts with an **overview of the UK**; how the spheres of geography interconnect, the UK's natural resources and the physical processes that have shaped our island, using physical maps and aerial photographs and a local field trip to familiarise ourselves with the local geography. We move on to the **population of the UK** and the factors that influence their movement, including the physical features previously studied and the challenges for a sustainable future. Our third unit explores the **weather and climate of the UK**, both the physical processes and the impact this has on the population. With our knowledge of the physical features of the UK, the ways population moves and the local climate, we study the local city of Hereford and reasons for its development as a **settlement** and the challenges of **human infrastructures** needed in a city. Hereford grew on a river, so our next topic is to study the **physical processes of rivers**, such as the River Wye and how they are used by people for trade and leisure and the **challenges of living near a river** regarding flooding. Students will have been introduced to how the **economy** is based on our natural resources, trade links, and settlements throughout the year, and they now have an opportunity to study how the economy of the UK has developed over time and where we fit in on a global scale, using chocolate as a case study. We plan a field trip to **Cadbury World** as a case study to explore the global industry of chocolate manufacture; the primary growing conditions, containerisation, factory sites, manufacturing processes and the service industry. Additionally, a study of Bournville is a comparison with Hereford as a planned settlement. Y7 concludes with a **study of Russia**, which revisits the concepts explored in UK case studies to show how physical and human geographies interconnect and dictate settlement and economy in a different region.

Y8 begins with a physical geography study of **tectonic activity** to promote awareness of the earth as a whole, this is an applied vehicle for understanding longitude and latitude and understanding geography on a global scale. Various regions from different parts of the world are explored, using the key concepts for each and then an enquiry pertinent to that area. **Geopolitics** are considered as we investigate the human experience of living in each environment. **China** is studied as an important rising power in global geopolitics and globalised trade, linking back to the economy unit in Y7. An overview of varying **biomes** and why they develop links back to climate and longitude and latitude and the challenges and opportunities of the **habitats** they create. A study of the **Middle East** focuses on the **developmental inequality** created by exploitation of a habitat for its natural resources. A study of **India** considers the **impact of climate** on a habitat and how it impacts different people depending on various **socio-economic factors.** A study into **Africa** builds on our understanding of **interconnected factors** with an enquiry into the varying geopolitical, physical and cultural factors bringing growth or crisis to contrasting countries on the continent of Africa. Each study builds on factors encountered in earlier regional studies with increasing complexity.

Y9 is a transitional year into GCSE Geography. The first enquiry into **coastal processes and land use** provides an opportunity for fieldwork, which investigates both physical and human geography. Our focus shifts to human geography and the development of **Rio De Janeiro** and the **challenges and opportunities of urbanisation** (spiralling back to factors influencing settlement in Y7 and 8), which is followed up with an investigation into **sustainable urban living** in case studies in the UK, Middle East and Europe. This spirals back to investigating whether Hereford can apply innovations for sustainable living, begun in Y7. Y9 is concluded with further work on biomes introduced in Y8 at a more complex level to investigate human impact and management of **tropical rainforests** and **hot deserts**, again with a focus on sustainability.