

# Curriculum Intent

## Key Stage 3

### Subject long-term planning

### Geography



PENK VALLEY  
ACADEMY TRUST

*Learning  
Together*



## Key stage 3: Geography Year 9 – WHS

	1	2	3	4	5	6
<b>Title</b>	What makes a fantastic place? (Bridging Unit)	How does Africa earn money?		How can we manage our resources in the UK and less developed countries?	How can we learn to live with climate change?	What is tearing Africa apart?
<b>Overall intent – rationale</b>	A bridging unit where students are taken on a learning journey of some “fantastic” places as a thematic approach to the KS3 NC content, drawing on previous learning in Y7 & 8.	<p>This topic builds on the bridging unit.</p> <p>We consider the causes and consequences of uneven development, how richer countries can help to reduce the development gap (linking back to tourism from the fantastic places unit), types of aid, fair trade and economic development.</p> <p>We use examples from around the world however, often African countries are great examples to study where the development gap is obvious.</p>		<p>This half term begins with “Careers Week” where students study the different sectors of industry, how and why industry has changed in the UK and, the most likely type of industry in poorer countries, with obvious links to the previous topic on development. Students are given examples of types of jobs and are asked to consider jobs directly linked to geography and how geography links to other subjects.</p> <p>We then move on to studying the 3 most important resources- food, water and energy.</p> <p>Students go on to study how energy supplies can be increased in the UK and poorer countries, using appropriate technology, again building on the previous topic.</p>	Following on from the natural hazards topic, students are introduced to the science behind climate change and evaluate the evidence that our climate is changing	<p>Students start by learning about the different plate boundaries and associated hazards, how these can be managed and why people live there.</p> <p>These topics build on KS2 knowledge of plate tectonics.</p> <p>There is a focus on Africa, Asia and South America which is drawn from the KS3 National Curriculum.</p>
<b>Key concepts</b>	Students study each fantastic place to (synoptically) consider a range geographical processes such as Ice Age, climate change, tourism, population, economic development, climate, resources, plant and animal adaptations for example.	Students are introduced to the idea that often, poor countries remain poor while rich countries are getting richer, leading to the development gap.		There is a primary focus on the UK supply, demand and management of our food, water and energy.	There is a focus on how poor countries are affected by the actions of rich countries and the implication of their climate changing to their development	Students identify different types of natural hazards such as drought, hurricanes, volcanoes, earthquakes and tsunamis

<b>Knowledge</b>	<p>Students apply locational knowledge (including Svalbard, Antarctica, China and Galapagos).</p> <ol style="list-style-type: none"> <li>1. How can we tell if some countries are rich while others are poor?</li> <li>2. What makes Svalbard fantastic?</li> <li>3. What makes Antarctica fantastic?</li> <li>4. Why are the Galapagos Islands fantastic?</li> <li>5. Why are dams fantastic?</li> </ol>	<ol style="list-style-type: none"> <li>1. Factors affecting development</li> <li>2. Causes and consequences of uneven development</li> <li>3. Tree and Goat Aid</li> <li>4. Coffee and Salt mining in Ethiopia</li> <li>5. Fair Trade to reduce the development gap</li> <li>6. Tourism to reduce the development gap</li> <li>7. Intermediate technology, loans, industrialisation and investment in Africa</li> <li>8. Where is all the water in Africa?</li> </ol>	<ol style="list-style-type: none"> <li>1. Global distribution of food, water and energy</li> <li>2. UK energy</li> <li>3. Global energy</li> <li>4. Impacts of energy insecurity in poor or newly emerging countries</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence of climate change</li> <li>2. Causes of climate change</li> <li>3. Effects of climate change</li> <li>4. Management of climate change</li> <li>5. Management of climate change</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a natural hazard?</li> <li>2. Types of plate boundaries</li> <li>3. What makes a dangerous earthquake</li> <li>4. Comparing Chile and Nepal earthquakes</li> <li>5. Why people live in hazardous areas</li> <li>6. What is tearing Africa apart?</li> <li>7. Types of volcanoes</li> <li>8. Goma volcanic eruption</li> <li>9. Measuring volcanoes</li> </ol>
<b>Skills</b>	<p>These topics also help to complete the KS3 NC in collaboration with Middle Schools.</p> <ul style="list-style-type: none"> <li>• Atlas work</li> <li>• Map skills</li> <li>• Interpreting graphs</li> <li>• Numeracy- percentages</li> <li>• Literacy- comprehension</li> </ul> <p>Assessment:</p> <p>Key Assessment on cold environments</p> <p>Learning checks</p>	<p>This topic builds on learning of development from Middle schools, while helping to complete the KS3 NC focus on Africa.</p> <ul style="list-style-type: none"> <li>• Map skills</li> <li>• Interpreting photos</li> <li>• Interpreting graphs (change over time)</li> <li>• Numeracy- graphs/ measures of dispersion</li> <li>• Literacy- written prose</li> </ul> <p>Assessment:</p> <p>Key Assessment on how Africa earns money</p> <p>Learning checks</p>	<p>This topic builds on prior learning from Middle school on impossible places, while helping to complete KS3 NC content.</p> <ul style="list-style-type: none"> <li>• Map skills</li> <li>• Interpreting photos</li> <li>• Interpreting graphs (change over time)</li> <li>• Numeracy- graphs/ measures of dispersion</li> <li>• Literacy- written prose</li> </ul> <p>Assessment:</p> <p>Key Assessment on resource management</p>	<p>This topic builds on prior cross curricular (from throughout geography and science in First and Middle schools) learning on global warming.</p> <ul style="list-style-type: none"> <li>• Map skills</li> <li>• Interpreting satellite/ remote sensory</li> <li>• Interpreting graphs (change over time)</li> <li>• Literacy- written prose</li> </ul> <p>Assessment:</p> <p>Learning check on managing climate change</p>	<p>These topics also help to complete the KS3 NC in collaboration with Middle Schools.</p> <ul style="list-style-type: none"> <li>• Atlas work</li> <li>• Map skills</li> <li>• Interpreting graphs</li> <li>• Numeracy- logarithmic scales</li> <li>• Literacy- written prose</li> </ul> <p>Assessment:</p> <p>Key Assessment on natural hazards</p> <p>Learning check on Chile and Nepal</p>

<p><b>How parents/carers can support</b></p>	<p>Sharing their own “fantastic places”, particularly after the summer holidays. It’s great to hear of all the places people and their families may have been and encouraging students to think about their impact on these places.</p>	<p>Share your experience of charities with students</p> <p>What was in the news about African countries when you were little?</p>	<p>Sharing their experience of the cost of food, water and energy. It is useful for students to know how much consideration households give to the rising costs and how we can manage our resources at home. For example, are you on a water meter? How does your gas company know how much you’re using?</p> <p>Ask students about your food miles!</p>	<p>Watch some documentaries as a family about our planet Earth e.g. David Attenborough is always a family favourite</p>	<p>Tell students where you were in April 2010 (when the Icelandic volcanic eruption close Europe’s air space), were you stuck abroad anywhere?</p> <p>Have you ever experienced an earthquake?</p>
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