Key Stage 3 curriculum vision

To foster a lifelong love of learning and curiosity about people, places and the world around them, encouraging students to develop a deeper understanding of the complex relationships between human and physical environments. We aim to inspire students to think critically about contemporary issues and consider how their actions can influence an ever-changing world, both within their local community and on a global scale, now and beyond their time at TGS. Through engaging and relevant geographical experiences, students will develop the knowledge, skills and confidence to become informed, responsible and active citizens. We also strive to ensure that those who excel and develop a passion for the subject are exceptionally well prepared for further geographical study, future careers and opportunities in an increasingly interconnected world.

Year 7 overview

Topic Title	Why are cities around the world changing and what are the impacts of these changes?
Pupils will know	What sustainability is What an OS map is What the difference is between urban and rural What the rural urban fringe is What urbanisation and counterurbanisation are What push and pull factors are, including examples What challenges and opportunities exist in megacities in LICs What bollywood is What the opportunities and challenges are in HICs What megacities are
Pupils will know how to (procedural knowledge)	Interpret maps and OS maps symbols Use 4 and 6 figure grid references Use and interpret compass directions, distance and relief on a map. Describe and interpret global maps of megacities Describe and interpret bar charts
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Opportunities and challenges in living in urban areas in LICs and HICs. OS map skills Push and pull factors Megacities definition and locations
Prior knowledge	Locational knowledge of continents (KS2 Nat C) Major cities and types of settlement (KS2 Nat C) Compass, 4 and 6 figures, symbols (KS2 Nat C)
Future knowledge	Links to year 9 NEEs Links to GCSE: Urban areas and map skills Links to year 8 Push and pull factors Year 9: Globalisation Year 8: Globalisation and impacts of globalisation upon NEEs

Key vocabulary	Economic, Social, Environmental, rural urban fringe, counter urbanisation, push/pull, opportunities and challenges

Year 7 – Topic 1

Topic Title	**Should the Maldives be protected from the effects of climate change?**
Pupils will know	What climate change is What a carbon footprint is What the process of climate change is What the causes of climate change is, including specific fossil fuels What the natural causes of climate change is from Ice Age to present day What the economic, social and environmental consequences of climate change are How climate change can be mitigated through international agreements and changes to agriculture/energy What the impacts of climate change are upon the Maldives and how that impact can be reduced
Pupils will know how to (procedural knowledge)	Work in a group to complete a research project Interpret and analyse long term climate graphs
Core knowledge to know and remember to progress to later learning (foundational knowledge)	A definition, causes and consequences of climate change How climate change can be mitigated What a carbon footprint is and how to reduce it
Prior knowledge	KS2 NC discusses energy types and use
Future knowledge	GCSE: Resource management GCSE: Cold Environments Year 9: Impact of climate change on hazards Year 8: Impacts of deforestation
Key vocabulary	Carbon dioxide, carbon footprint, methane, Trapped, Sea level rise, mitigation, adaptation, Sun spots.

Year 7 – Topic 2

Topic Title	**Can flood prone areas be fully protected from flooding?**
Pupils will know	What the water cycle is What the concepts / meaning of infiltration, interception and surface permeability are What the processes of erosion are The formation of waterfalls and river cliffs/slip off slopes and

	meanders. What the causes of flooding are What the consequences of flooding are An example of flooding (York 2015) including impacts and management. What hard and soft engineering is What the advantages and disadvantages of hard and soft engineering are How different strategies reduce flood risk How flood risk is affecting life in the Sundarbans
Pupils will know how to (procedural knowledge)	Complete a fieldwork infiltration activity How to present, analyse and improve a fieldwork investigation How to use diagrams to explain the formation of landforms
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Processes of erosion Landform formation Impacts and responses to flood events Hard and soft engineering - how they work and their advantages / disadvantages.
Prior knowledge	Challenges in urban areas in LICs/NEEs Climate change affect upon rainfall/extreme weather How to use an OS map, including grid references, symbols and distance
Future knowledge	GCSE: Rivers (landforms, processes, defences) Year 8 Coasts: Processes, landforms Year 9: Extreme weather - impacts and responses
Key vocabulary	Hard engineering, Soft engineering, maintenance, Cost, River Cliff, Slip off Slope, Plunge Pool, Abrasion, Gorge.

Year 7 – Topic 3

Topic Title	**To what extent can a city be sustainable?**
Pupils will know	What sustainability is How a city can be sustainable in terms of its water, energy, food, transport and green space.
Pupils will know how to (procedural knowledge)	Complete a map of an urban area Integrate different aspects of sustainability.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	At least one strategy on how to create urban sustainability in terms of: Waste (recycling) Energy (Renewables) Water (Recycling Grey water)

	Green spaces (Using urban greening) Transport (electric buses, park and ride).
Prior knowledge	KS2 Nat C and the distribution of energy resources
Future knowledge	GCSE Resource Management Year 8 and extreme environments Year 9 and NEEs
Key vocabulary	Urban greening, waste, recycling, food miles, grey water, park and ride.

Year 8 overview

Year 8 – Topic 1

Topic Title	How can the coastline in Byron Bay be managed sustainably?
Pupils will know	Pupils will know the definition of the coastline Pupils will be able to recognise the coastline Pupils will know the causes of wave movement (fetch) Pupils will know the processes of erosion,weathering, transportation and deposition Pupils will know the appearance and formation of landforms of erosion (headlands and bays, stacks and stumps) Pupils will know the appearance and formation of landforms of deposition (spits) Pupils will know the definitions of, advantages and disadvantages of hard and soft engineering Pupils will know examples of hard and soft engineering and how they protect the coastline Pupils will know how a named place uses coastal defences Pupils will know the effect of climate change upon the coast Pupils will know the stakeholder viewpoints involved in coastal defences
Pupils will know how to (procedural knowledge)	Pupils will know how to apply 4 and 6 figure grid references to the coastline Pupils will know how to apply distance and direction to the coastline using OS maps Pupils will know how to apply height to an OS map of the coast
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Processes of erosion, transportation and deposition Formation of landforms OS map skills Advantages and disadvantages of coastal defences

Prior knowledge	Issues of coastal erosion (yr 7 Sundarbans) Issues created by climate change (Yr 7) Flooding causes and consequences (Yr 7 York) Name and locate coastline (KS2 Nat C)
Future knowledge	Year 9: Impact of extreme weather upon coastlines GCSE: Coastal environments
Key vocabulary	Hydraulic action, abrasion, traction, saltation, beach, cliff, stack, stump, headland, bay, long shore drift, spit, recurved end.

Year 8 – Topic 2

Topic Title	Should people be allowed to deforest the Malaysian rainforest
Pupils will know	Pupils will know the causes of deforestation (cattle ranching, palm oil, logging) Pupils will know the positive effects of deforestation (money, income, secure jobs) Pupils will know the negative effects of deforestation (habitat loss, climate change, soil erosion). Pupils will know examples of major global biomes Pupils will know characteristics of major biomes Pupils will know the characteristics of rainforests - soil, structure, ecosystem. Pupils will be able to describe and explain adaptations of animals and plants in the rainforest Pupils will be able to recognise the value of tropical rainforests, including from the perspective of jungle tribes. Pupils will recognise the link between consumption and rainforest deforestation Pupils will name and explain rainforest management strategies including education, ecotourism and selective logging
Pupils will know how to (procedural knowledge)	Pupils will know how to describe, complete and interpret a climate graph Pupils will know how to use GIS to analyse biomes Pupils will know how to apply analysis including range and average.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Causes of deforestation Effects of deforestation Solutions to deforestation
Prior knowledge	The importance of mangroves to the Sundarbans (Yr 7) Climate zones and biomes (KS2 NC) Understanding sustainability (Yr 7)

Future knowledge	GCSE Living World (Rainforests) Year 9: Opportunities and Challenges in NEEs Year 9: Food security and agribusiness
Key vocabulary	Cattle ranching, palm oil, large scale, Tax, Income, Employment, Habitat loss, biodiversity, soil erosion, selective logging, ecotourism

Year 8 – Topic 3

Topic Title	**How is globalisation changing your world and the lives of other people around the world**
Pupils will know	The definition of globalisation The impacts of globalisation upon NEEs/LICs, including income, money, tax, environmental degradation, climate change, exploitation The impacts of globalisation upon HICs, including deindustrialisation, unemployment, negative multiplier effect. Examples that illustrate globalisation and its effects including fast fashion and the Rana Plaza collapse Indicators of development Sense of place (chosen location) Causes of a lack of development: Colonialism, war, climate Solutions to a development gap: Fair trade, Tourism, Debt relief The limitations and improvements that can be made to a fieldwork investigation
Pupils will know how to (procedural knowledge)	How to carry out fieldwork: A clone Town Survey How to complete a clown town survey How to interpret the results of a clone town survey
Core knowledge to know and remember to progress to later learning (foundational knowledge)	What globalisation is The causes of a lack of development The consequences of a lack of development How to carry out and improve a fieldwork investigation
Prior knowledge	Year 7 infiltration fieldwork (carrying out, errors and improvements) Year 7 Challenges and opportunities in LICs/NEEs Year 7 Urbanisation in NEEs Year 7 Push and pull factors
Future knowledge	GCSE: The changing Economic World Year 9: NEE project Year 9: Impacts of hazards
Key vocabulary	Interconnected, Income, Tax, Exploitation, Environmental degradation, Subjectivity, Human error, sample size, colonialism, drought

Year 8 – Topic 4

Topic Title	Evaluate the impact that people are having upon extreme places
Pupils will know	The definition of an extreme environment The opportunities (mining, research, tourism) in cold environments and the challenges (extreme cold, weather, inaccessibility). The opportunities (mining, tourism) in hot environments and the challenges (extreme heat, shelter, inaccessibility). How humans have impacted upon both cold and hot environments, including through fast fashion, plastic pollution and climate change How humans have adapted to extreme environments Push and pull factors
Pupils will know how to (procedural knowledge)	Complete, describe and analyse climate graphs Complete fieldwork (microclimates) and present, analyse and explain results/improvements
Core knowledge to know and remember to progress to later learning (foundational knowledge)	How to carry out and improve a fieldwork investigation The opportunities and challenges in cold environments The link between globalisation and environmental degradation.
Prior knowledge	Globalisation (Year 8) NEEs (Year 7) Sustainability (Year 7) Year 7 infiltration fieldwork (carrying out, errors and improvements) Year 7 Push and Pull factors Year 7 Climate Change
Future knowledge	GCSE: The Economic World GCSE: Paper 3 GCSE: Cold Environments Year 9: NEEs project
Key vocabulary	Extreme, inaccessible, data collection, data presentation, justify, fast fashion.

Year 9 overview

Year 9 – Topic 1

Topic Title	To what extent are natural hazards becoming more hazardous?
Pupils will know (Declarative)	Know the definition and meaning of natural hazards Know the categories that geographers place natural hazards into. Know the definition of a tropical storm Know the stages of formation for a tropical storm Know named examples of tropical storms Know the environmental, economic and social effects of tropical storms Know the immediate and long term responses to tropical storms Know the effect of climate change upon tropical storms Know the definition of a storm surge Know the reasons for the significant impacts of hurricane Katrina and Sandy. Know the structure of the Earth, including oceanic and continental plates Know the features of a volcano Know the hazards of a volcano Know the impacts and responses to a volcanic eruption in an LIC Know the impacts and responses to a tsunami Know the strategies used to plan for, predict and protect from a natural hazard
Pupils will know how to (procedural knowledge)	Know how to interpret and analyse stacked bar graphs Know how to use platforms such as ARCGIS for interpreting data on natural hazards Know how to contrast the effects of two tropical storms Know how to describe the spatial distribution of hazards on a map
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Know the definition and meaning of natural hazards Know the categories that geographers place natural hazards into Know the environmental, economic and social effects of tropical storms Know the immediate and long term responses to tropical storms Know the effect of climate change upon tropical storms Know the strategies used to plan for, predict and protect from a natural hazard
Prior knowledge	Know the challenges of life in megacities (Year 7) Knowing the tectonic movement behind the Mariana Trench (Year 8) Knowing what climate change is (Year 7) Know the effects of climate change upon oceans (Year 7) Know the effects and responses to flooding (Year 7)
Future knowledge	Natural Hazards: Responses to an earthquake including immediate and long-term responses (Year 11) Natural Hazards: planning for and management of an earthquake / tropical storm including immediate and long-term responses (Year 11)

Key vocabulary	Economic, Social, Environmental. Storm Surge, Oceanic, Continental, Sea Surface Temperature, Fluctuate, Primary, Secondary, Long term, Short term

Year 9 – Topic 2

Topic Title	To what extent are BRICs and MINTs changing the future of the world?
Pupils will know **(Declarative)**	Know what an NEE is Know the meaning of development indicators such as %living in slums, literacy rate, GDP. Know the location of Nigeria Know the physical geography of Nigeria in terms of ecosystems Know the challenges and opportunities of life in Nigeria with a focus upon Lagos Know what globalisation is and the rise of TNCs Know what a TNC is and its impact upon an NEE Know the effects of economic development upon the environment and quality of life in an NEE
Pupils will know how to **(procedural knowledge)**	Know how to compare and contrast development indicators of named countries Know how to search for and find development information using World Bank Data Know how to present information regarding the development of specific NEEs using geographical information systems and online resources. Know how to interpret maps of development
Core knowledge to know and remember to progress to later learning **(foundational knowledge)**	Know what an NEE is Know the meaning of development indicators such as %living in slums, literacy rate, GDP. Know the location of Nigeria Know the effects of economic development upon the environment and quality of life in an NEE
Prior knowledge	What an NEE is (Year 7) Life in megacities - opportunities and challenges (Year 7) Life in rural areas of NEEs (Year 7) Know how to judge the development of a place (Year 8) Impacts of development (Year 8) Causes of uneven development (Year 8) Effects of uneven development (Year 8) Solutions to uneven development (Year 8)
Future knowledge	Urban issues and challenges: Opportunities and Challenges in NEEs (Year 11) The Changing Economic World: Development Indicators (Year 11) The Changing Economic World: The effect of development upon the environment and quality of life (Year 11)

Key vocabulary	Life expectancy, GDP, NEE, Literacy Rate, Social, Economic Environmental, Globalisation, TNC

Year 9 – Topic 3

Topic Title	**Resource Management**
Pupils will know	Know the significance of food, water and energy to economic and social well-being. Know that resources are spread unevenly Know the economic and environmental effects of growing demand for high-value food exports from low income countries Know the definition and impact of all-year demand for seasonal food and organic produce Know that larger carbon footprints are due to the increasing number of 'food miles' travelled Know the importance of moves towards local sourcing of food Know the trend towards agribusiness. Know the changing demand for water Know the issues regarding water quality and pollution management Knowing how water is unevenly distributed in the UK. Know how to match supply and demand – areas of deficit and surplus including the need for transfer to maintain supplies. Know the changing UK energy mix – reliance on fossil fuels, growing significance of renewables Know that there are reduced domestic supplies of coal, gas and oil Know the economic and environmental issues associated with exploitation of energy sources.
Pupils will know how to (procedural knowledge)	Know how to interpret maps of resources including food, water and energy Know how to use scale on a map to measure distance
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Resource Management: Knowing the importance and distribution of resources (Year 11) Resource Management: Knowing the issues regarding changing UK food supplies including agribusiness, organic and seasonal food Resource Management: Know the issues surrounding the UK water crisis causes and solutions.
Prior knowledge	Know what climate change is, its causes and effects (Year 7) Know what sustainability is in terms of resources (Year 7) Know the effects of a lack of resources (Year 8)
Future knowledge	Resource Management UK: Food. Resource Management: Causes and effects of a lack of food Resource Management: Solutions to a lack of food

Key vocabulary	Resource, Wellbeing, economic, social, environmental, surplus, deficit, food miles, carbon footprint, exploitation.