

# KS3 Curriculum overview – Geography 2024-25



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<p>The UK – Sense of Place Where do I live in the UK and the world?</p> <p>Pupils will learn where Weston sits in the context of regional, national and global scales and will be able to use this knowledge to build upon their Geographical and cartographic skills for future units.</p>	<p>Why is the Lake District a unique environment in the UK?</p> <p>Pupils will learn about the importance of contrasting environments in the UK to be able to explain the links between the human and physical geography of landscapes.</p>		<p>The UK – Flooding How do rivers in the UK change the landscape?</p> <p>Pupils will learn about the importance of rivers in the UK to be able to explain the links between the human and physical geography of river landscapes.</p>	<p>The geography of Russia Is the geography of Russia a curse or a benefit?</p> <p>Pupils will study a country with a variety of human and physical geography that contrasts with their earlier study of the UK.</p>	
<b>Year 8</b>	<p>Africa: Is everything we know about Arica wrong?</p> <p>Pupils will learn that Africa is a continent, full of diverse people, countries and culture so that pupils know that Africa has differing levels of development and is rapidly changing.</p>	<p>Africa: Are Africa’s landscapes more than just the Lion King?</p> <p>Pupils will learn that Africa has a range of biomes, that are controlled by the climate. This understanding will help pupils explain the Global atmospheric circulation which leads to climatic conditions found in different locations.</p>		<p>Will Asia ever be on top?</p> <p>Pupils will learn about development in Asia, building on their understanding from their work on Africa. There will be an emphasis on rural to urban migration.</p>	<p>Why do so many people live in hazardous areas?</p> <p>Pupils will deepen their understanding of physical processes and their impact on humans which links back to levels of development studied in earlier units. The extent of impact depends on the level of development.</p>	
<b>Year 9</b>	<p>What can we do about climate change?</p> <p>This unit will give pupils the skills and confidence to make informed decisions.</p>	<p>How long can we exploit the earth’s resources?</p> <p>This unit focuses on the importance of renewable and non-renewable resources and their impact on the planet.</p>	<p>Why should we care about the oceans?</p> <p>This topic allows for an engagement with the current climate crisis and the activism happening in the modern world.</p>	<p>Can you make a decision?</p> <p>Pupils will learn about the major role played by oceans in the world and the debates on how to make the world more sustainable.</p>	<p>What is the future of the planet? Global citizens.</p> <p>It is critical that pupils end KS3 by further exploring sustainability.</p>	