

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

GEOGRAPHY DEPARTMENT KEY STAGE 3 CURRICULUM OVERVIEW

The Geography department key stage 3 curriculum is designed to implement the Academy's vision of "Deepening Learning, Raising Aspiration", in line with the OAT curriculum strategy of "Teach, Develop, Change". Our curriculum is carefully designed to build resilience, aspiration and independence in our learners.

Our high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

Our geography curriculum aims to ensure that all pupils:

Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to:

Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

In practice this can be seen to permeate throughout all aspects of our Geography learning journey. In a similar vein, SMSC can also be considered as running throughout our Geography learning journey as a common thread.

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Year
7

Year 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Background to Geography and Exploring Our World						About the UK: Human and Physical Geography					
	Introduction to Geography <ul style="list-style-type: none">Themes in GeographyTypes of Geographycareers in GeographyTools and methods of geographical investigation			Locating places <ul style="list-style-type: none">ContinentsOceansChinaCanadaMadagascarDubai			About the UK <ul style="list-style-type: none">Introduction to the UKRegions and countiesHuman and physical featuresNorth and south differences			UK population <ul style="list-style-type: none">Population distribution and factors influencing population densitySettlement types and patterns in the UKMigration into the UK		
Spring	Weather and Climate						Mapping					
	Introduction to weather and climate. <ul style="list-style-type: none">Define key terms.Elements of weather and climateClouds & Pressure Systems		Geographical skills <ul style="list-style-type: none">Reading weather instruments.Interpret temperature graphs	Weather events <ul style="list-style-type: none">Extreme weather events.Specific events and impact on the UK			Introduction to map skills <ul style="list-style-type: none">Types of Maps and elements of a mapLocating places: grid referenceScales and measuring distance			Introduction to map skills <ul style="list-style-type: none">Compass points and directionLocating places: Latitude & LongitudeRepresentation of height on a mapContours & drawing cross sections		
Summer	Resources in the UK and the Use of Rocks						The Physical Earth: Works of Rivers and Restless Earth					
	Resources and economic activities <ul style="list-style-type: none">Resources in the UKEconomic activities in the UKSustainable farming practices in the UK			Types of rocks <ul style="list-style-type: none">Rocks and rock cycleInfluence of rocks on the UK Landscape			Works of rivers <ul style="list-style-type: none">Water CycleIntroduction to Rivers			Restless Earth <ul style="list-style-type: none">Structure of the EarthContinental Drift and Plate Tectonics		

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Autumn Half Term 1	
Introducing Geography – Weeks 1 to 3	Locating places – Weeks 4 to 6
<ul style="list-style-type: none"> • Definition of Geography • Identify the themes and branches of Geography and why they are so named • Discuss the importance of Geography • Identify careers of Geography • Tools and methods of Geographical investigation: <ul style="list-style-type: none"> ✓ Questionnaires, interviews, observation, photographs, sketches, etc. ✓ Construct and interpret Tables from data collected ✓ Interpret geographical data from photographs ✓ Construct and interpret bar graphs from data collected 	<ul style="list-style-type: none"> • Write location paragraphs for selected countries around the world • Describe the physical and human characteristics of selected countries • Explore culture of selected countries
<p>2Notes/Links/Interleaving</p> <ul style="list-style-type: none"> • Using low stakes quizzing to recall the branches of Geography. • Establishing an understanding of the different methods of collecting data. The skill of interpreting graphs will be used throughout the entire scheme of work for KS3. • Geographical investigation skills lays the foundation for skills needed to conduct research in KS4. 	<p>Additional Higher Content</p> <ul style="list-style-type: none"> • Have students do additional research on other countries to enhance their cultural capital. • Extension research to look how the characteristics of countries have changed over time. • Students will have extension tasks to create career profiles related to Geography.
Autumn Half Term 2	
About the United Kingdom – Weeks 7 to 9	United Kingdom population - Weeks 10 to 12
<ul style="list-style-type: none"> • Describe the geographic characteristics of the United Kingdom • Locate United Kingdom on a map of the world • Describe the location of the United Kingdom using latitude and longitude • Name and locate counties and Regions • Name and locate the main physical and human features of UK on a map • Explain the significance of UK's main physical and human features • Describe the differences between the north and south of the UK 	<ul style="list-style-type: none"> • Describe UK's population distribution and density • Explain the factors influencing population distribution and location of settlements in United Kingdom • Draw simple bar graph to show population of UKs by Region • Distinguish among different types of settlement patterns • Describe the differences between rural and urban areas in the United Kingdom (population size, main function, infrastructure, amenities etc) • Explain the pattern of movement of people, internally and externally • Identify the main types of migration in United Kingdom • Brief look at causes, effects and solutions to migration specifically rural-urban migration • Students should be able to construct and interpret simple flow charts
<p>Notes/Links/Interleaving</p> <ul style="list-style-type: none"> • Using low stakes quizzing and knowledge test. • Students will be learning basic geographic terminology associated with Human Geography while applying content to the UK. • Examine the significance of the local rivers a major physical feature. 	<p>Additional Higher Content</p> <ul style="list-style-type: none"> • Students will construct dot maps and flow line maps and use a variety of methods to describe population distribution. This will allow students with different abilities to access the content. • Students will have the options of designing pictograms to represent UK's population and settlement patterns. • Students will research the benefits of the Burnham on Crouch River to the residents.

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Spring Half Term 1

Introduction to weather & climate and skills – Weeks 1 to 3

- Define the terms weather and climate and describe how weather is formed
- Identify the elements of weather, their unit of measurement and the instrument used in measuring the elements
- To identify different types of clouds
- Look at air pressure and weather types associated with pressure systems
- Interpret temperature graphs and bar graphs
- Identify symbols used on a weather map

Extreme weather events – Weeks 4 to 6

- Describe the concept of an extreme weather
- Differentiate between normal atmospheric events and extreme weather events
- Identify extreme weather event: drought, floods, storms, Heat waves, snow storms
- Identify specific weather events and describe the actual impacts on the UK
- Write a simple weather report from weather data collected

Notes/Links/Interleaving

- Repetition of applying graphs to content to strengthen geographical skills across Geography and Math.
- Weather and climate will be explored more in depth throughout KS3 and KS4.

Additional Higher Content

- Students will be given the option to make the instruments and demonstrate how they work.
- Interpret synoptic charts/weather maps.
- Draw and label simple outlines of each instrument. Explain how to read each instrument.
- Observe weather in Burnham on Crouch and create weather reports.

Spring Half Term 2

Introduction to map skills – Weeks 7 to 9

- Define the term map and describe their importance
- Identify different types of maps and their uses: physical, political, economic, climate etc.
- Explain the difference between map, plan, sketch, diagram and photograph.
- Describe the Qualities of a good map and importance of each feature: title, scale, key/legend, north line, border/frame
- Identify conventional symbols used on large –scale maps to show buildings, height, vegetation and roads
- Differentiate between easting and northing
- Locating places using Four-figure and Six Figure grid reference.
- Identify types of scales
- Measure the distance between both places using scales

Introduction to map skills - Weeks 10 to 12

- Draw and label an eight (8) point compass
- Give the direction of one place from another using an 8 point compass
- Locate places using lines of latitude and Longitude
- Identify ways of representing height on a map
- Use contour lines to draw cross section on a map

Notes/Links/Interleaving

- Geographical skills are a key component in the KS4 program, which is integral in improving enquiry/research skills of students.
- Curriculum spirals and allows for students to continuously use knowledge throughout the KS3 program. They also acquire skills that can be used in the everyday life.

Additional Higher Content

- Calculate the time of a place using lines of Longitude.
- Have students plan an itinerary for a holiday using map skills.

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Summer Half Term 1	
Resources and economic activities – Weeks 1 to 3	Types of rocks – Weeks 4 to 6
<ul style="list-style-type: none"> Define the term: resources, Human resources, Natural resources and economic activities Identify the types of resources used in UK Classification of human activities into primary, secondary, tertiary industries Locate on a map the types of primary economic activities in the UK Analyse and construct pie charts showing economic activities in the UK, Define: agriculture, commercial farming and subsistence farming Identify the main types of sustainable farming practices in the UK 	<ul style="list-style-type: none"> Give examples of minerals and their uses Define: sedimentary, metamorphic and igneous rocks Describe at least two main features of each of the main types of rocks Give examples of the different types of rocks Briefly describe the uses of one type of rock from each of the main type Briefly explain how each type of rock is formed Draw and explain the rock cycle Identify rock types covering the United Kingdom and how these rock types influence the landscape
Notes/Links/Interleaving <ul style="list-style-type: none"> There are inequalities in resource distribution across the UK, students will examine these inequalities. Shows the significance of these resources to social well-being. Links to year 9 and KS4 resource management content. Explore farming practices in their rural community. 	Additional Higher Content <ul style="list-style-type: none"> Students will be encouraged to undertake a school project focusing on sustainable farming techniques on the school grounds.
Summer Half Term 2	
Works of rivers – Weeks 7 to 9	Restless Earth - Weeks 10 to 12
<ul style="list-style-type: none"> Describe the main processes in the hydrological cycle, namely infiltration, condensation, evaporation, surface run-off, transpiration, groundwater flow, source and river Create a flow chart to establish relationship among processes in the hydrological cycle. Draw a diagram of a drainage basin and label the main parts of the drainage basin Draw a diagram to show the long profile of a river Describe river processes Explain the formation of waterfalls 	<ul style="list-style-type: none"> Describe the structure of the earth Explain the theory of Continental Drift Explain the theory of Plate Tectonics
Notes/Links/Interleaving <ul style="list-style-type: none"> Links to KS4 physical landscapes of the UK s scheme of work, Links to Year 9 Rivers Exploration content. Creates the foundation for an in depth understanding of the Year 9 content. Examine the River Crouch and identify features along the river using Topographic Maps, these are skills essential in Geography. 	Additional Higher Content <ul style="list-style-type: none"> Examine a river in the UK through videos. Create models to increase understanding of plate boundaries. Students will apply theory using map skills.

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Year
8

Year 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	China: Human and Physical Geography <div>Diversity</div>						Weather and Climate: Types of Rainfall and Weather Systems <div>Diversity</div>					
	Characteristics of China <ul style="list-style-type: none">Physical and human characteristicsPopulation PolicyGender Imbalance			Energy and manufacturing <ul style="list-style-type: none">Impacts of the Three Gorges DamManufacturing and global links in Africa			Formation of rainfall <ul style="list-style-type: none">Hydrological CycleTypes of Rainfall			Weather systems <ul style="list-style-type: none">Weather systems and storm events in the UK		
Spring	Ecosystems of the Tropical Rainforest and the Unforgiving Deserts <div>Diversity</div>						Climate Change, Energy and the Fight for Survival <div>Diversity</div>					
	Unforgiving deserts <ul style="list-style-type: none">Components of an ecosystemDesert biome characteristics and adaptationsDesertification		Rainforest biomes <ul style="list-style-type: none">Rainforest biome characteristics and adaptationsDeforestationAmazon Rainforest Case Study				Climate change <ul style="list-style-type: none">What is climate change?What are the causes and impacts of climate change?Impact of sea level rise and the world of tomorrow (the future)			Sources of energy <ul style="list-style-type: none">SustainabilityRenewable vs Non-renewable energy sources		
Summer	Foundations of the Earth (Rocks, Weathering and Soils)						Coastal Edges of the UK (Coasts)					
	Weathering and Rocks <ul style="list-style-type: none">Types of Rocks and Rock CycleTypes of Weathering and Mass Movement			Soils <ul style="list-style-type: none">Types of soils and formation of soils			Coastal processes and landforms <ul style="list-style-type: none">Types of WavesCoastal ProcessesErosional and depositional landforms			Coastal management & Coral reefs <ul style="list-style-type: none">Coastal EngineeringManaged RetreatEnvironmental issues and Coral Reefs		

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Autumn Half Term 1

Characteristics of China – 1 to 3 Weeks

- Describe the physical and human characteristics of the three regions in China
- Describe the population demographic using population pyramids
- Explain the impact of the size of population on the level of development in China
- Evaluate the impact of the one child policy
- Describe the impact of gender imbalance
- Identify the causes of rural to urban migration
- Explain the causes of migration

Energy and Manufacturing – 4 to 6 Weeks

- Describe the location of the Three Gorges Dam
- Describe the impact of the dam on China
- Evaluate the sustainability of the Three Gorges Dam
- Identify and describe the reasons for economic growth in china
- Explain the impact of manufacturing on the economic growth of China
- Identify and describe China's relationship with Africa.
- Explain how the international connections benefits China
- Describe the negative consequences that may arise from the international connections.

Notes/Links/Interleaving

- Links to population change resulting in migration and urbanisation which is a significant component of the KS4 schemes of work.
- Links all major concepts and theme in the KS3 national curriculum.

Additional Higher Content

- Explore Anti-natal policies in India and pro-natal policies in Germany.
- Research the impact of ageing population in Japan.

Autumn Half Term 2

Formation of Rainfall –7 to 9 Weeks

- Describe the main processes in the hydrological cycle, namely infiltration, percolation condensation, evaporation, surface run-off, transpiration, groundwater flow, source, river, aquifer and through flow
- State the different forms of precipitation-sleet, hail snow etc.
- Draw a well labelled diagram of the hydrological cycle to show the processes named above.
- Name the conditions necessary for rainfall to occur
- Define each of the following types of rainfall:
 - ✓ Relief/ orographic rainfall- Differentiate between the leeward/rain shadow and windward slope. Identify areas in their country where this type of relief occurs.
 - ✓ Convectional rainfall and Depression/frontal/ cyclonic rainfall
- Define the term convection current, air mass and front
- Describe how each type of rainfall occurs
- Draw a well labelled diagram to show each type of rainfall

Weather Systems- 10 to12 Weeks

- Describe the general atmospheric circulation model
- Define each weather system (ITCZ, Anticyclones, Tropical Storms)
- Describe the formation of each weather system
- Name at least two weather conditions associated with each
- Give examples of the impacts of each weather system

Notes/Links/Interleaving

- Links to year 7, year 9 and KS4 SOW on atmospheric hazards affecting LIC's and HIC's.
- Examining types of rainfall experienced in the different areas in the UK.

Additional Higher Content

- Draw vertical bar graphs to show given rainfall statistics.
- Interpret the information depicted on a vertical bar graph.
- Draw line graphs to show given temperature statistics.
- Analysis of weather statistics and Construct weather station models.
- Draw symbols to show different weather systems on a map.
- Experiments to show the impact of the water cycle on a local landscape.

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Spring Half Term 1

Unforgiving Deserts – 1 to 2 Weeks

- Define the concept of the interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain and food web
- Describe the physical characteristics of a hot desert
- Explain how plants and animals adapt to the physical conditions of the desert
- Discuss causes, impact and reduction of desertification

Rainforest Biomes – 3 to 6 Weeks

- Describe the physical characteristics of a tropical rainforest
- Explain how plants and animals adapt to the physical conditions of a Rainforest Biome
- Describe the causes, consequences and management of deforestation
- Examine the Amazon Rainforest

Notes/Links/Interleaving

- Set the foundation for case study analysis to be done in year 9 on specific Biomes. Links to KS4 scheme of work.

Additional Higher Content

- Compare vegetation in contrasting physical environments.
- Research how these environments provides opportunities for communities.
- Create models to showcase characteristics of the biomes.

Spring Half Term 2

Climate Change – 7 to 9 Weeks

- Define the term climate change
- Describe how temperature has changed over time
- Describe the evidence for climate change
- Describe the greenhouse effect and the global effects of climate change
- Explain the natural and man-made causes of Climate Change
- Assess the possible solutions for Global Warming
- Explain the impact of Sea Level Rise in the Maldives
- Analyse the impact of Climate Change on future lives

Sources of Energy - 10 to 12 Weeks

- Define key terms in sustainable development describe the strands of sustainable development Recognise the difference between renewable and non-renewable types of energy
- Evaluate the effectiveness of renewable vs non-renewable resources.
- Explain the formation of oil
- Describe how oil is used
- Explain how electricity is generated
- Explain the advantage and disadvantages of nuclear power

Notes/Links/Interleaving

- Extension of weather and climate SOW done in Year 7 and a foundation for Y9 and KS4 climate change schemes.

Additional Higher Content

- Create 3d models of sustainable cities.
- Case study analysis of the impact of climate change

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Summer Half Term 1	
Weathering and Rocks – 1 to 3 Weeks	Soils – 4 to 6 Weeks
<ul style="list-style-type: none"> • Explain the rock cycle • Define denudation, weathering and erosion • Factors affecting weathering • Location of the types of weathering and results of the different types of weathering: <ul style="list-style-type: none"> ✓ Physical weathering processes such as: Pressure release, frost action, temperature changes ✓ Chemical weathering processes such as: Oxidation, Carbonation ✓ Biological weathering processes such as: Tree root wedging, burrowing action of animals. • Mass movement: fast and slow movement 	<ul style="list-style-type: none"> • Describe the characteristics of Limestone Rocks • Explain how limestone is weathered (carbonation) • Describe landforms which are to be found on a Limestone landscape: • Describe the formation of the following: Underground/subterranean streams Cave (stalactite, stalagmite, pillars) • Describe the major constituents of soil: organic and inorganic matter, bacteria, water and air • Describe factors influencing the formation of soils (Latosols, chernozem and Podzols)
Notes/Links/Interleaving	Additional Higher Content
<ul style="list-style-type: none"> • Links to formation of coastal features to be taught in the summer term, Year 9 Rivers and the Physical Landscapes SOW in KS4. 	<ul style="list-style-type: none"> • Students will examine geological map to create links between geology and development of a physical landscape.
Summer Half Term 2	
Coastal processes and landforms– 7 to 9 Weeks	Coastal management and Coral reefs - 10 to 12 Weeks
<ul style="list-style-type: none"> • Identify and describe the characteristics of the different types of waves • Describe wave processes (erosion, transportation and deposition) • Explain the formation of headlands, bay, caves, arches, stacks and stumps. • Describe the formation of spits and bars • Evaluate the impact of coastal flooding 	<ul style="list-style-type: none"> • Describe hard and soft engineering strategies used in coastal management. • Identify and describe an example of managed retreat • Evaluate the effectiveness of managed Retreat • Describe the distribution of coral reefs and the conditions required for growth • Describe the causes and consequences of coral reef destruction
Notes/Links/Interleaving	Additional Higher Content
<ul style="list-style-type: none"> • Low stakes quizzing and memory retrieval activities related to geomorphic processes introduced in year 7. Links to KS4 SOW and Year 9 Rivers content. 	<ul style="list-style-type: none"> • Apply theory to topographic maps (interpreting coastal features on a map) • Exam practice questions where students evaluate the effectiveness of strategies implemented • Virtual analysis of a coastline in the UK to apply theoretical knowledge

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Year
9

Year 9		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Development and the Development Gap							Resource Management					
	Globalisation and Development <ul style="list-style-type: none">Globalisation and TNC'sWhat is development and how is it measured?DTM, population pyramids and scatter graphs			Development gap <ul style="list-style-type: none">Causes and impact of uneven developmentReducing the development Gap				Resources in the UK <ul style="list-style-type: none">UK food imports and carbon footprintWater demands in the UKUK's energy mix		Global food and water resources <ul style="list-style-type: none">Food security and insecuritySustainable food managementWater security and InsecuritySustainable water resources			
Spring	The Challenge of Natural Hazards Beneath our Feet (Tectonic Hazards)							The Challenge of Natural Hazards in our Skies (Atmospheric Hazards)					
	Geological Changes <ul style="list-style-type: none">Earth's StructureContinental driftPlate Tectonics		Hazardous Earth <ul style="list-style-type: none">EarthquakesVolcanoes					Development of storm hazards <ul style="list-style-type: none">Atmospheric circulation ModelDistribution and development of tropical stormsFeatures of a storm and their Impacts			Hazard preparedness and weather events <ul style="list-style-type: none">Reducing effects of tropical stormsWeather hazards in the UKFlooding in the UKFlooding on Topographic Maps		
Summer	Fragility of Cold Environments and Glaciated Landscapes							The Rivers of the UK, Fieldwork and Geographical Skills					
	Cold Environment <ul style="list-style-type: none">The characteristics and adaptation of a cold environmentThreats and management of cold environments		Glacial Landscapes <ul style="list-style-type: none">Processes in glacial environmentsGlacial erosional and depositional landformsOpportunities and conflicts in glaciated landscapesTourism in the Lake District					River Landscapes <ul style="list-style-type: none">Long profile of a riverFluvial processesErosional and depositional landformCauses and management of river flooding			Geographical applications and skills <ul style="list-style-type: none">FieldworkGeographical skills		

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Autumn Half Term 1	
Globalisation and Development – Weeks 1 to 3	Development gap – Weeks 4 to 6
<ul style="list-style-type: none"> Define globalisation Describe how the world is interconnected Describe the impacts of TNC's in host countries Explain the concept of development and how it is measured Describe the demographic transition model as it relates to population change Apply geographical skills in assessing population demography and indicators of development 	<ul style="list-style-type: none"> Describe the causes of the development gap Describe the impact of development on wealth, health and migration Explain how the development gap can be reduced using fair trade and aid
Notes/Links/Interleaving <ul style="list-style-type: none"> Use of statistical test to determine the relationship between indicators of development. Links to KS4 development SOW. 	Additional Higher Content <ul style="list-style-type: none"> Extension project on tourism as a strategy to reduce the development gap. Students will evaluate the effectiveness of indicators in measuring development. Construct scatter graphs to compare the indicators of development
Autumn Half Term 2	
Resources in the UK – Weeks 7 to 8	Global food and water resources - Weeks 9 to 12
<ul style="list-style-type: none"> Describe the Global distribution of resources (food, water and energy) An overview of food water and energy resources in the UK Provision of food in the UK Describe factors influencing the changes in availability and consumption of food supplies Describe the distribution of water resources in the UK, identifying areas of surplus and deficit Provision of energy in the UK 	<ul style="list-style-type: none"> Describe the global patterns of food supply and the factors affecting food supply Impact of food insecurity Explain how food supplies can be increased Explain using an example, how sustainable food supplies can be achieved Describe the global distribution of water supply, identifying areas of surplus and deficit. Assess the impact of water insecurity Discuss how water supply can be increased Explain using an example, sustainable water supply
Notes/Links/Interleaving <ul style="list-style-type: none"> Links to content taught in year 7 on resource distribution in the UK and lays the foundation for the resource management scheme of work in KS4. 	Additional Higher Content <ul style="list-style-type: none"> Use graphical data to compare the availability of resources world-wide (namely energy, water and food). Analysing case study data and drawing conclusions, enabling students to relate to real life examples.

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Spring Half Term 1	
Geological Changes– Weeks 1 to 2	Hazardous Earth – Weeks 3 to 6
<ul style="list-style-type: none"> Describe the characteristics of Crust, Mantle and Core. History and evidence of Continental drift Describe the theory of Plate Tectonics and related features formed at each plate boundary. 	<ul style="list-style-type: none"> Define and explain the causes of an earthquake. Describe earthquake distribution Describe the Impact of Specific earthquakes on life and property. Describe the Location of volcanoes around the World in relation to plate boundaries. Explain the formation of volcanoes Describe the impact of a specific volcanic eruptions on life and property
<p>Notes/Links/Interleaving</p> <ul style="list-style-type: none"> Links to Restless earth taught in year 7, rock cycle taught in year 8 and the Challenge of natural hazards SOW in KS4. 	<p>Additional Higher Content</p> <ul style="list-style-type: none"> Students will have the opportunity to research specific volcanic and earthquake events and role play the impact or create videos to show the impact of the hazards in with contrasting social-economic status.
Spring Half Term 2	
Development of storm hazards – 7 to 9 Weeks	Hazard preparedness and weather events- 10 to 12 Weeks
<ul style="list-style-type: none"> General atmospheric circulation model: pressure belts and surface winds and an understanding of the relationship between tropical storms and general atmospheric circulation. Global distribution of tropical storms (hurricanes, cyclones, typhoons). Causes and structure of tropical storms including the sequence of their formation and development. How climate change might affect the distribution, frequency and intensity of tropical storms Analysis of a specific storm event 	<ul style="list-style-type: none"> Explain how monitoring, prediction, protection and planning can reduce the effects of tropical storms. Describe the variety of weather hazards experienced in the UK Evaluate the impact of flooding in the South West of England. Apply geographical skills to topographic maps to show the impact of flooding on an area in the UK
<p>Notes/Links/Interleaving</p> <ul style="list-style-type: none"> Students were introduced to climate change and atmospheric circulation in year 8. This will further deepen their understanding of climatic systems and the impact on a wider scale, which is a learning objective to be explored in KS4. 	<p>Additional Higher Content</p> <ul style="list-style-type: none"> Students will classify effects into primary and secondary effects, while evaluating which has a more devastating impact on a country. Create pictorial stories of the impact of storm events in LIC's

ORMISTON RIVERS ACADEMY GEOGRAPHY DEPARTMENT – KEY STAGE 3 GEOGRAPHY OVERVIEW

Summer Half Term 1	
Cold Environment – 1 to 2 Weeks	Glacial Landscapes– 3 to 6 Weeks
<ul style="list-style-type: none"> The physical characteristics of a cold environment The interdependence of climate, permafrost, soils, plants, animals and people How plants and animals adapt to the physical conditions Assess the extent to which cold environment are under threat Evaluate the strategies used to reduce the risks to cold environment 	<ul style="list-style-type: none"> Define key terms and describe erosion, transportation and depositional processes in glacial landscapes Explain the formation of erosional features in glacial valleys Describe glacial transportation and depositional landforms Describe the economic opportunities and land use conflicts in glaciated areas. Evaluate the Impact of Tourism in the Lake District.
<p>Notes/Links/Interleaving</p> <ul style="list-style-type: none"> Builds on content taught in Year 8 and the Living World SOW for KS4. Students contrasting characteristics of varied environments throughout the SOW. The north of the UK is a cold environment characterised by glacial landforms, students will increase understanding of the area. 	<p>Additional Higher Content</p> <ul style="list-style-type: none"> Students will create fact files comparing environments and assessing how human activities can alter different environments. Assess the impact of tourism in the Lake District, a major tourist site in the North of England.
Summer Half Term 2	
River Landscapes – 7 to 9 Weeks	Geographical application and skills-10 to 12 Weeks
<ul style="list-style-type: none"> Fluvial processes: The long profile and changing cross profile of a river and its valley. Characteristics and formation of waterfalls and gorges; ox-bow lakes and meanders; levees and floodplains. How physical and human factors affect the flood risk – precipitation, geology, relief and land use. The costs and benefits of soft and hard engineering flood management strategies: (dams, embankments, channel straightening, flood zoning, afforestation, flood warnings and preparation) 	<ul style="list-style-type: none"> Selecting, measuring and recording data appropriate to the chosen enquiry Selecting appropriate ways of processing and presenting fieldwork data Analysing , interpreting and evaluation data collected in a field enquiry
<p>Notes/Links/Interleaving</p> <ul style="list-style-type: none"> In year 7, students’ explored rivers in UK, this will increase understanding of how fluvial processes alter river channels. Creates a foundation for the fluvial process component of the GCSE specifications. Low stake quizzing, Memory retrieval grids. 	<p>Additional Higher Content</p> <ul style="list-style-type: none"> Conducting field enquiry to better able to apply skills taught throughout the key stage 3 program.