

KS3 GEOGRAPHY OVERVIEW 2022-2023



AUTUMN - WEATHER			SPRING – POLAR REGIONS		
TITLE	TOPICS COVERED	N.C. AIMS	TITLE	TOPIC COVERED	N.C. AIMS
WHAT IS WEATHER?	The different types of weather The differences between weather and climate. How the weather affects human activities.	To understand the key processes in weather and climate. To understand the interaction between weather and human activities.	EXPLORING THE POLAR REGIONS	Key features of the Arctic and Antarctica. Research information about the Arctic and Antarctica. Summarise information about the Arctic and Antarctica.	By learning about the polar biomes, KS3 children can develop their geographical knowledge by looking at the position of the Arctic and Antarctic. They can also develop their sense of how animals evolve and adapt to live in their conditions.
MEASURING THE WEATHER	Types of weather instruments and what they measure. The Beaufort Scale Measuring cloud cover. Who uses a weather forecast?	To understand the key processes in weather and climate. To collect, present, analyse and evaluate their own weather data.	POLAR ANIMALS ADAPTATION	To create a fact poster about a polar animal. To present accurate information to a group. To explain how polar animals have adapted to the polar environment.	Learn how a variety of land and sea animals have adapted to the Arctic and Antarctic.
ALL ABOUT CLOUDS	How clouds form Types of clouds and their characteristics.	To understand the key processes in weather and climate. To interpret geographical images. To collect, present, analyse and evaluate their own data.	SVALBARD!	Where is Svalbard? What Are Polar Seasons Like? What Is the Polar Climate Like?	Explain how the polar seasons are caused by the Earth's orbit. Annotate diagrams to explain the causes of the polar climate. Construct and interpret a climate graph

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ALL ABOUT RAIN	How clouds and rain form. Types of rainfall – relief, frontal and convectional. Rainfall in the UK.	To understand the key processes in weather and climate. To interpret geographical information from maps.	POLAR VEGETATION ADAPPTIONS	What is the Tundra Like? How Has Vegetation Adapted to the Polar Environment?	Characteristics of the tundra environment. Explain how plants have adapted to the polar environment. Apply knowledge of plant adaptations to an exam style question.
UNDER PRESSURE	What is air pressure? How is air pressure shown on a weather map? Weather associated with low pressure. Weather associated with high pressure.	To understand the key processes in weather and climate. To collect, present, analyse and evaluate their own weather data. To understand the interaction between weather and human activities.	PEOPLE OF THE ARCTIC	Who Lives in the Arctic? Who Are the Nenets?	Students should consider the difficulties of living in the Arctic. They should have a good understanding of the challenges of this extreme environment based on previous lessons. The main difficulties include sub-zero temperatures, snow and ice cover, months of darkness and permafrost.
HEATWAVE	Causes of a heatwave. The social, economic and environmental impacts of the 2003 European heatwave. How to stay safe in a heatwave.	To understand the key processes in weather and climate. To understand the interaction between weather and human activities.	ASSESSMENT	Taken from End of Unit Assessments.	
AIR MASSES	What are air masses? The characteristics of each air mass. What weather does each air mass bring?	To understand the key processes in weather and climate.			

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DEPRESSIONS	<p>What is a weather front? A cross section of a depression. Weather associated with a depression.</p>	<p>To understand the key processes in weather and climate. To understand the interaction between weather and human activities. To interpret geographical diagrams.</p>			
STORM	<p>Causes of a storm Impacts of the 2013 storm. Causes and effects of a storm surge. The role of the Environment Agency. How homes can be prepared for a food.</p>	<p>To understand the key processes in weather and climate. To understand the interaction between weather and human activities.</p>			
CLIMATE GRAPHS	<p>What does a climate graph show? Plotting and interpreting a climate graph. Different types of climates shown by a climate graph.</p>	<p>To understand the key processes in weather and climate. To interpret geographical data from climate graphs. To communicate geographical information.</p>			
WORLD CLIMATE ZONES	<p>Where are the world climate zones? What are the characteristics of each climate zone?</p>	<p>To understand the key processes in weather and climate. To interpret geographical</p>			

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		information from maps and climate graphs. To build on atlas skills.			
CLIMATE DETECTIVES	Factors affecting climate: latitude, altitude, ocean currents, prevailing winds and distance from the sea.	To understand the key processes in weather and climate. To interpret geographical information from maps.			
UK CLIMATE	What are the characteristics of the UK climate? Causes of seasons. Reasons for variations in temperature in the UK. Reasons for variation in rainfall in the UK.	To understand the key processes in weather and climate. To interpret geographical information from maps and graphs.			
CLIMATE CLIMATES!	Students learn facts about extreme climates including which places are the hottest, coldest, driest, wettest, etc.	To understand the interaction between weather and human activities.			
WEATHER AND CLIMATE ASSESSMENT	Assessment	To understand the key processes in weather and climate. To interpret geographical information from maps and graphs.			

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SUMMER – MAP SKILLS		
TITLE	TOPICS COVERED	N.C. AIMS
ALL ABOUT MAPS	What is a Map? Types of Map	The importance of maps. Compare different types of maps. Identify who uses maps.
COMPASS DIRECTIONS	How does a compass work? What are the points of the compass?	Recognize the purpose of a compass Identify the eight points of the compass. Use the points of the compass to provide directions.
SKETCH MAPS	What is a Sketch Map? Drawing a Sketch Map of a Place Drawing a Sketch Map of a Route	Recognize the key features of a sketch map. Understand how to draw sketch maps. Draw two types of sketch map – of a place and to show route.
GRID REFERENCES	What are four – figure Grid References?	Identify the twelve OS map symbols
HOW TO DRAW A CROSS - SECTION	This lesson explains how to draw a cross-section from a topographic map.	Accurately record measurements from a map. Plot data onto a graph to create a cross-section. Interpret a cross section and identify topographic features.
RELIEF MAPS	This lesson explores how height is shown on maps using layer shading, spot height and contour lines	Consider different methods used to show height on a map. Interpret contour lines to show the height of the land. Interpret contour patterns to show the shape of the land.
ASSESSMENT	Make your own contour island.	

Geography Intent:

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At Northstar New School geography education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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. (The 2014 Primary National Curriculum in England)

Geography teaching at NNS has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching geography in our school are:

- to inspire pupils' curiosity to discover more about the world
- to enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- to develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- to help children understand how the human and physical features of a place shapes it location and can change over time
- to provide opportunities to study mathematics across the curriculum through geography lessons

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

Children may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation:

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At NNS, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.



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The geography curriculum at Northstar New School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their geography lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching geography the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced.

Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement.

Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces

At Northstar Primary School we provide a variety of opportunities for geography learning inside and outside the classroom.

Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At Northstar New School, the children have had many opportunities to experience geography on educational visits. The children have explored the local area including orienteering within the school grounds and conducting river studies in our local area. Local museums also provide an opportunity to further geography learning.

Impact:

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

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We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.