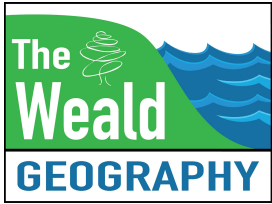


Ready to progress to KS4- Geography



The organisation of the Geography curriculum builds knowledge so that pupils can draw on it in future learning, many of our key concepts overlap between units. Pupils should be able to apply generalisations to understand the world around them, whilst recognising the limitations of such generalisations and models- especially as they progress through key stage 3. Drawing from the breadth of concepts (place, processes, scale, interrelationships) gives pupils the knowledge they need to appreciate the whole domain of geography. .Please refer to our knowledge organisers for specific learning points: there are 6 in total for KS3 which can be found in your child's exercise books and on the school website. There is also a copy of all the knowledge organisers [here](#).

Throughout the curriculum and in assessments your child will be assessed on the following aspects of the geography curriculum:

Knowledge and understanding	Application of knowledge and understanding	Geographical skills
<p>Students should know and be able to use within their written work the key terms (vocabulary) from our KS3 knowledge organisers.</p> <p>Students should also be able to answer the key questions included in each of the knowledge organisers. Some of these questions are built on factual recall (knowing information), some require development and explanation, for example processes.</p> <p>In summary students should be able to use their knowledge and understanding of the following key aspects of geography:</p> <ul style="list-style-type: none"> Physical geography and its impacts on humans including settlement and development. Development including why countries levels of development differ around the world. Physical systems and processes operating within the global water cycle. Natural hazards and their causes, consequences and management of. Population structures and change including the impacts of development, migration and globalisation. Sustainability and key issues facing our physical environment which have consequences for human populations. <p>Place and locational knowledge includes: Africa, Russia, Asia (including China and India), UK and the Middle East.</p>	<p>Students should be able to use their knowledge and understanding from the knowledge organisers to:</p> <p>Apply their knowledge and understanding to new contexts - for example;</p> <ul style="list-style-type: none"> Alternative places (similarities/ differences between countries) Different scales (local to global) Different timescales (futures) Different people (alternative viewpoints) Consider impacts of actions or decision switching physical and human systems- for example the impacts of coastal management in one location. Make decisions and judgements that are valid and supported by evidence - students should be able to ask geographical questions to justify their opinions. 	<p>Geographical skills allow Students to collect, represent and interpret information and their acquisition is an important dimension of the geography curriculum. Students should be able to;</p> <ul style="list-style-type: none"> Demonstrate a good knowledge of globes, maps and atlases. Students should be able to label all continents and name key countries on a world map. Interpret Ordnance Survey maps, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs Use fieldwork to collect, analyse and draw conclusions from geographical data Use numerical skills to interpret statistics and graphs, including use of %, mean, range, climate graphs and pie charts.