



Key Stage 3

Year group:	Topics covered:					
Year 7	<p>Students in Year 7 begin by studying 'Geographical Skills'. This is a baseline topic which enables students to acquire the basic geographical skills before beginning to build on them (see above). It covers continents, countries, seas and oceans, mountain ranges, deserts, the UK, counties, reading photographs, map symbols, contour lines, direction, 4 and 6 figure grid references and scale. It also focuses on the written skills of describing and explaining.</p> <p>The People Problem addresses the issue of our world's growing population. It investigates over and underpopulation and the problems that this will lead to. It discusses strategies for increasing populations enabling students to form opinions on the methods used.</p> <p>Exceptional Ecosystems follows on from the People Problem by studying some of the world's most important, yet threatened ecosystems due to an increasing population; forest and coral reefs. Students learn the value of each of the ecosystems and then why they are at risk. Students apply their knowledge by designing their own board game aimed at teaching others about these ecosystems.</p> <p>We are hoping to introduce a fieldtrip to the Birmingham Botanical Gardens to support the work on forest environments and adaptations that are covered in the Exceptional Ecosystems topic. We are also hoping to introduce an on site fieldwork of orienteering or geocaching to enable students to practice the geographical skills learnt.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Geographical Skills		The People Problem		Exceptional Ecosystems	
Skills	(See mapping below)					
Assessment	Each topic has formative assessment built into it. Each topic concludes with a summative assessment. The topic, The People Problem also has an assessed Decision Making Exercise (DME). Students complete an end of year assessment which covers all topics studied.					
Year 8	<p>Global Concerns in the 21st Century feeds into the content and skills learnt in Year 7 by continuing to address overconsumption but also waste - the product of an increasing population. Students study two current global concerns: plastic in the oceans and climate change. Students locate plastic gyres within the world's seas and oceans, give reasons why plastic has grown in popularity, how it is a threat to humans and wildlife and consider what could be done to solve the plastic problem. Student also look at climate change; what it is, what is causing it, what governments have proposed to reduce it and what the future might possibly be like.</p> <p>Our Unequal World builds on the knowledge of climate change in Global Concerns in the 21st Century to identify the distribution of food around the world. It highlights the causes of food inequality and looks at some of the strategies undertaken to address the problem and consider whether this will be sufficient to feed our growing population. Students even have a go at growing their own food using one of these strategies.</p> <p>Wicked Weather identifies the type of weather that we get in the UK and explains the reasons for it. We look at the different instruments that are used to measure the weather and have a go at making our own. Students use weather models to predict the weather and then have a go at writing and presenting their own forecast. This topic also considers why our weather globally is becoming more extreme which links with the topic Our Unequal World.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Global Concerns in the 21 st Century		Food Security		Wicked Weather	

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ENSURING EXCELLENCE

Skills	(See mapping below)					
Assessment	Each topic has formative assessment built into it. Each topic concludes with a summative assessment. The topic, Global Concerns in the 21 st Century also has an assessed Decision Making Exercise (DME). Students complete an end of year assessment which covers all topics studied.					
Year 9	<p>Frozen Planet takes students back in time and looks at how the world has altered and evolved over time before and after human evolution. Students initially focus on the climate and identify historical changes and explain reasons for them. Students look at ice ages and what comprises the cryosphere today. Students study glaciers, their formation, the processes involved and the landforms that they create. They look at the UK and identify areas that previously have been shaped by glaciers. We discuss the popularity of these areas and the number of tourists that they receive annually. Students investigate the problems tourism brings and consider what can be done to protect these environments.</p> <p>Explosive Earth delves into how the Earth is structured. It looks at the different layers, their characteristics and how they influence the Earth's behaviour. Students analyse the evidence available to support this theory. Students learn about volcanoes and earthquakes how they occur and the opportunities and challenges that they provide people. Students use data to plot the distribution and magnitude of them. They investigate how these tectonically active areas can be managed.</p> <p>Urban Issues completes the KS3 curriculum by linking back to Year 7 and revisiting the issue of global population increase. It addresses the issue of urbanisation. Students look at megacities and what life is like living in them. It looks at the opportunities and challenges that people face living there and investigates the solutions available.</p> <p>We are hoping to introduce an element of fieldwork to support the topic Frozen Planet. We envisage a residential trip to the Lake District to enable students to see some of the landscapes and features created during the last glaciation that they have learnt about.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Frozen Planet		Explosive Earth		Urbanisation	
Skills	(See mapping below)					
Assessment	Each topic has formative assessment built into it. Each topic concludes with a summative assessment. The topic, Frozen Planet also has an assessed Decision Making Exercise (DME). Students complete an end of year assessment which covers all topics studied.					
Assessment:	How Will I be assessed at Key Stage 3?					
	<p>In order to make progress - how will students know more and remember more? Use the NC as a benchmark Formative and Summative Please see the grid below. Student are assessed at KS3 against the Geography GCSE skills and by the GCSE mark scheme. This enables us to build these skills throughout years 7, 8 and 9 and familiarise students with them. It also means we can provide challenge to students by introducing higher level skills throughout.</p>					