



Key Stage Three:

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Pupils should be taught to	At St Gregory's Catholic High School, this is taught
Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities	<p>Year 7 topic 4 – The Middle East (environmental regions, key physical and human characteristics)</p> <p>Year 8 topic 2 – Russia (environmental regions, key physical and human characteristics and a study of the Russian Polar/Tundra regions)</p> <p>Year 8 topic 5 – Africa (environmental regions, key physical and human characteristics)</p> <p>Year 9 topic 1 – China (environmental regions, key physical and human characteristics)</p> <p>Year 9 topic 2 – India (environmental regions, key physical and human characteristics)</p> <p>Year 9 topic 3 – Ecosystems (Hot deserts/polar/tundra)</p>
Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within Africa, and of a region within Asia	<p>Year 8 topic 5 – Africa (Sahara Desert region & surrounding Sahel)</p> <p>Year 9 topic 1 – China</p> <p>Year 9 topic 2 – India</p> <p>Year 9 topic 1&2 – China & India (A study of southern Asia as a bridge between these two topics to show the differences and similarities in the human & physical geography)</p>
Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:	

Physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts	<p>Year 8 topic 1 – Plate tectonics (rock cycle, geological timescale, Earthquakes & tsunami - places studied – Japan & Indonesia)</p> <p>Year 7 topic 5 – weather, climate & hazards</p> <p>Year 9 topic 5 – Global issues (changes in the climate from ice age to present)</p> <p>Year 9 topic 6 – Glaciation (changes in climate from ice age to present and glaciation)</p> <p>Year 8 topic 4 – Rivers & flooding (hydrology)</p> <p>Year 9 topic 4 – coasts (mechanical, chemical and biological weathering)</p> <p>Year 9 topic 3 – ecosystems (weathering & soils)</p>
Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources	<p>Year 8 topic 1 – Plate tectonics – (investigating the impacts of development/wealth on impacts & responses to natural disasters)</p> <p>Year 7 topic 3 - Population & Development - (population growth, population density, migration, measuring development, world trade)</p> <p>Year 7 topic 4 - The Middle East - (international development)</p> <p>Year 8 topic 4 - Russia - (development, oil as a primary industry and resource)</p> <p>Year 8 topic 5 - Africa - (development and economic activity in various sectors)</p> <p>Year 9 topic 1 – China - (economic activity in secondary sector)</p> <p>Reference to primary, secondary, tertiary and quaternary sectors are regular throughout KS3 and are classed as tier 3 vocabulary in geography.</p> <p>The use of natural resources is referred to on a regular basis throughout the KS3 curriculum as well as the impacts of this use.</p>
Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems	<p>Year 7 topic 5 – Weather & climate</p> <p>Year 9 topic 5 - Global issues – Climate Change</p> <p>Year 9 topic 3 – Ecosystems – Deforestation, desertification</p>
Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and the field	<p>Maps are included in every topic. We always introduce a place/country with a location description (Africa, Russia, Brazil, China, India, Japan, Indonesia, Warrington, Middle East, Syria)</p> <p>Year 7 topic 1 – What is Geography</p> <p>Year 7 topic 2 – Map Skills (Ordnance Survey maps)</p>
Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mappings, and aerial and satellite photographs	<p>Year 7 topic 2 – Map Skills</p> <p>Aerial and satellite maps widely used – e.g. Year 9 topic 4 - coasts</p>
Use Geographical Information Systems (GIS) to view, analyse and interpret places and data	Year 7, 8 & 9 in school fieldwork.

Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

Year 7 – St Greg’s microclimate survey, Year 8 rivers study, Year 9 sand dune transect.