

## BIG PICTURE CURRICULUM PLANNING - KEY STAGE 3

<p>The big aims of KS3</p>	<p>To enthuse and ignite a passion for the subject of Geography and the world in which we live. To encourage students to want to engage in lifelong learning of Geography and experience as many different places in the world.</p>
<p>Characteristics of a compelling learning experience</p>	<p>Engagement in fieldwork    Enquiry-based learning    Relevance to student's lives  Engaging current geographical resources - including images, maps, data tables, graphs, newspaper articles and film clips  A variety of places and locations  Curiosity, investigation and mystery.  Interpretation/Analysis and creation using GIS</p>
<p>Key concepts</p>	<p><b>To gain knowledge and understanding of the physical world:</b> land, water, air and ecological systems and the physical processes that bring about change in them.  <b>To gain knowledge and understanding of human environments:</b> societies, cities and communities and the human processes involved in understanding work, home, migration, consumption and leisure.  <b>To recognise relationships and interdependence:</b> involves, crucially, linking the 'physical' and 'human' and the emerging concept of 'sustainable development'.  <b>To locate place and location:</b> the 'vocabulary' and the 'grammar' of the world, developing knowledge and understanding of location and interconnectedness using a variety of scale.  <b>To engage in fieldwork:</b> both human and physical fieldwork techniques which encourage the collection of primary data and the use of secondary data.</p>

<p>Key knowledge</p>	<ul style="list-style-type: none"><li>• The world's major countries and their physical and human features, focussing on Africa, Russia, Asia (China and India) and the Middle East.</li><li>• Geographical similarities, differences and links between places through the study of a region within Africa, and of a region within Asia (India).</li><li>• Physical Geography - Geological timescales, plate tectonics, rocks weathering and soils, weather and climate, climate change, glaciation, hydrology and coasts.</li><li>• Human Geography – population and urbanisation, international development, economic activity in the primary, secondary, tertiary and quaternary sectors and the use of natural resources.</li><li>• Interactions between human and physical processes and their influence on changing landscapes, environments and the climate.</li><li>• The importance of effective functioning of natural processes and systems on human lives.</li></ul>	
<p>Key skills</p>	<ul style="list-style-type: none"><li>• The use of globes, maps and atlases routinely to locate places in the classroom and field.</li><li>• Use ordnance survey maps in the classroom and field, including the use of grid references and scale, topographical and thematic maps, aerial and satellite photographs.</li><li>• The use of GIS (Geographical Information Systems) to view, analyse and interpret places and data.</li><li>• Use fieldwork techniques in contrasting locations (human and physical) to collect, analyse and draw conclusions from geographical data (primary and secondary)</li><li>• Communicating geographically by using numerical, graphical, oral and written methods.</li></ul>	