Geography Key Stage 3 Curriculum Plan Year 9

Department Information:
*The geography department offers a range of topics that align with the KS3 National Curriculum, providing students with a comprehensive understanding of the world. In the **Coasts** unit, students study coastal processes and management strategies, highlighted by a field trip to West Wittering in Term 1. The **Globalisation** section examines the economic, cultural, and environmental impacts of global interconnectedness through relevant case studies.*
*Students then explore **Biomes**, learning about various ecosystems, biodiversity, and conservation efforts. The final topic, **Climate Change**, focuses on its scientific principles, global impacts, and responses, including mitigation and adaptation strategies. Through these topics, students gain essential knowledge and skills to tackle important geographical issues.*

ACHIEVE in the curriculum:
The Geography Department at Furze Platt fosters excellence by encouraging students to be ambitious, collaborative, and happy. It promotes integrity through ethical practices and environmental respect, while teaching endurance and versatility to navigate challenges. This holistic approach prepares students to achieve their best in both academics and life.

Curriculum Aims & Intent:
The intent of the KS3 National Curriculum for Geography is to provide students with a foundational understanding of the physical and human processes that shape our world. It encourages critical thinking and inquiry skills, enabling students to analyse geographical data and issues. The curriculum fosters awareness of global challenges, such as climate change and sustainability, and their local implications. By promoting engagement with diverse cultures and environments, it aims to inspire respect and responsibility. Ultimately, the curriculum equips students for future learning and encourages informed, responsible citizenship in a changing world.
https://shorturl.at/a0aGa

Resources:
All lessons and resources are found in the Geography KS3 Year 9 resources.

How we keep parents informed:
Year 9 - Progress reports are published 4 times per year, in October, December, March and July, with a face-to-face parents' evening in January. GCSE Options Evening is also in January.

Parental phone call where appropriate

How parents can help their child:
Parents can support their child with KS3 Geography at home in several effective ways. Encouraging exploration through family trips to local parks, coastlines, or cultural sites allows students to observe geographical features and discuss their significance. Engaging in conversations about global issues, such as climate change or globalisation, helps connect classroom learning to real-world contexts. Supporting research projects by assisting with resource gathering—whether through books, documentaries, or reputable websites—can enhance understanding.
Additionally, parents can promote the use of technology by encouraging educational apps and websites that offer interactive maps, geography quizzes, and virtual field trips. Practicing map skills together, whether through atlases or online mapping tools, enhances spatial awareness and navigational abilities. Fostering critical thinking by asking open-ended questions about geographical topics encourages students to articulate their ideas. Finally, discussing local environmental issues and sustainability practices can help children understand their role in caring for the planet. By integrating these activities into daily life, parents can reinforce their child's learning and foster a deeper interest in geography.

What we study and when:					
Term	**Unit, Topic Or Summary Of Work Covered**	**Knowledge, Understanding & Skills Developed**	**ACHIEVE / Personal Development Focus**	**How The Work Is Assessed**	**Careers Links**
1 and 2	**Coasts and Fieldwork**	The intent of the KS3 topic on coasts is to provide students with a comprehensive understanding of coastal processes, features, and ecosystems while raising awareness of the challenges these environments face. Incorporating fieldwork encourages engagement with real-world geographical issues and the development of practical skills. Students will learn about coastal processes such as erosion and deposition, identify landforms like cliffs and beaches, and examine the impact of human activities, including tourism and conservation. They will understand the dynamic nature of coastlines and their socio-economic significance, especially concerning climate change. Key skills developed include conducting fieldwork, data collection, and analysis of geographical information. Students will also enhance their inquiry skills through hypothesis testing and will learn to communicate their findings effectively through reports and presentations. Overall, this topic equips students with essential knowledge and skills to understand and responsibly engage with coastal environments.	See info above	Mid, and end of topic assessments, in class essay questions, comprehension, recall, and exam practice questions.	Careers in this topic include roles in marine biology, coastal engineering, environmental science, and geology. Marine biologists study coastal ecosystems and marine life, while environmental scientists assess the impact of human activity and climate change on coastal areas. Coastal engineers design structures like sea walls and harbours to protect against erosion and flooding. Geologists examine coastal landforms and processes like erosion and sedimentation. These professionals often conduct fieldwork to gather data, monitor changes, and develop sustainable solutions for preserving coastal environments and managing coastal hazards.
3 and 4	**Globalisation**	The intent of the KS3 topic on globalisation is to help students understand the interconnectedness of the world and the processes contributing to global integration. This topic aims to foster critical thinking about the economic, cultural, and environmental impacts of globalisation, encouraging students to analyse both its benefits and challenges. Students will gain knowledge of the concept of globalisation, its historical context, and the roles of global trade, communication, and multinational corporations. They will understand the effects of globalisation on local	See info above	Mid, and end of topic assessments, in class essay questions, comprehension, recall, and exam practice questions.	Careers related to globalisation span various fields, including international business, economics, sociology, and law. Professionals in international business develop strategies to navigate global markets and manage cross-border operations, while economists analyse the effects of globalisation on economic growth, trade, and labour markets. Sociologists study the social and cultural impacts of globalisation, examining how

		cultures and economies, recognising issues such as inequality and exploitation. Additionally, they will explore responses to globalisation, including localism and sustainability movements. Key skills developed include research abilities for gathering and analysing information, critical thinking for evaluating the pros and cons of globalisation, and effective communication through discussions and debates. Overall, this topic equips students with the essential knowledge and skills to navigate and critically assess the complexities of an interconnected world.			interconnectedness affects communities and identities. Legal experts focus on international law and trade agreements, ensuring compliance and navigating regulatory frameworks. These careers are essential for understanding and addressing the complexities of an increasingly interconnected world.
5	**Biomes**	The intent of the KS3 topic on biomes is to provide students with a comprehensive understanding of the various ecosystems around the world and the factors that influence their characteristics. This topic aims to foster appreciation for biodiversity and the importance of conservation while encouraging critical thinking about human impacts on these environments. Students will learn about the definition and types of biomes, such as tropical rainforests, deserts, tundra, and grasslands, as well as the specific climate, flora, and fauna associated with each. They will recognise the effects of human activities, including deforestation and urbanisation, on these ecosystems. Additionally, students will grasp the relationships between climate, soil, and living organisms, and understand the importance of conservation efforts. Key skills developed include research abilities to investigate biomes, data analysis related to human impacts, and critical thinking to evaluate conservation strategies. Overall, this topic equips students with essential knowledge and skills to understand ecosystems and promotes responsible stewardship of our planet's diverse environments.	See info above	Mid, and end of topic assessments, in class essay questions, comprehension, recall, and exam practice questions.	Careers related to biomes encompass fields such as ecology, environmental science, conservation biology, and agriculture. Ecologists study the relationships between organisms and their environments within different biomes, helping to understand ecosystem dynamics. Environmental scientists assess the impact of human activities on these natural areas and develop strategies for sustainability. Conservation biologists work to protect endangered species and habitats, often focusing on specific biomes like rainforests or deserts. Additionally, professionals in agriculture and forestry apply biome knowledge to enhance land use practices and promote biodiversity. These careers play a vital role in preserving the Earth's diverse ecosystems and ensuring their resilience against environmental challenges.
6	**Climate Change**	The intent of the KS3 topic on climate change is to educate students about the science behind climate change, its causes, and its wide-ranging impacts on the environment and society. This topic aims to foster a sense	See info above	Mid, and end of topic assessments, in class essay	Careers related to climate change span a variety of fields, including environmental science, renewable energy, policy advocacy, and urban planning.

		of responsibility and empower students to think critically about potential solutions and their roles in addressing this global challenge. Students will learn about the greenhouse effect, the causes of climate change—both natural and human-induced—and the resulting impacts on ecosystems and communities. They will grasp the interconnectedness of climate systems and appreciate the social, economic, and political dimensions of climate change, including issues of equity and justice. Key skills developed include research abilities to analyse climate data, critical thinking to evaluate various solutions, and effective communication through discussions and presentations. Overall, this topic equips students with essential knowledge and skills to understand climate change and encourages informed action in their communities.		questions, comprehension, recall, and exam practice questions.	Environmental scientists study the impacts of climate change on ecosystems and human health, conducting research to inform mitigation strategies. Professionals in renewable energy focus on developing sustainable technologies, such as solar and wind power, to reduce greenhouse gas emissions. Policy advocates work to influence legislation and promote climate action at local, national, and international levels. Urban planners incorporate climate resilience into community designs, ensuring infrastructure can withstand extreme weather events. These careers are essential for addressing the urgent challenges posed by climate change and fostering a sustainable future.