



# Queen Elizabeth's Girls' School

*Educating Women of the Future*

## Geography Key Stage 3 Curriculum

|           | Topic/Big Question                                             | Focus                                                                                                                                                                                                                                                                                                                        |
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| Year<br>7 | What skills do I need as a geographer?                         | This topic introduces students to the key skills required to succeed in geography. They are encouraged to 'think like a geographer' and are introduced to map skills including scale and distance, grid references, longitude and latitude, contours and relief.                                                             |
|           | Will the people of the Maldives be the first climate refugees? | This topic gives students a solid understanding of the key concepts of climate change, namely the greenhouse effect and sea-level rise. Through studying climate change in the context of climate refugees, the human element of these physical changes are considered.                                                      |
|           | How is the UK changing?                                        | This topic gives students the opportunity to develop their knowledge and understanding about the country in which they live; they explore some of the UK's physical and human features and investigate how processes such as migration are causing the UK's population geography to change.                                  |
|           | Why is Nemo's home at risk?                                    | This topic introduces students to the marine ecosystem of coral reefs. They use their previous knowledge and understanding of climate change to investigate the variety of threats to coral reefs, and through developing their understanding of sustainability investigate ways in which coral reefs can be managed.        |
|           | Why do we always talk about the weather?                       | In this physical geography topic, students explore reasons why the UK's weather can be so changeable, as well as investigating an example of an extreme weather event. Students carry out local fieldwork investigating microclimates around the school site developing their skills of carrying out a geographical enquiry. |
|           | How can we be more sustainable?                                | In this topic, students will explore the concept of sustainability and evaluate our lifestyles to assess how sustainable we are and how we can make changes to be even more sustainable. Students will look into areas such as water use, waste and carbon footprints.                                                       |

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| Year<br>8 | Can our world sustain 10 billion people?           | This topic gets students to explore how the world's population has changed and is changing as well as differences between countries. Building on knowledge gained in Year 7, students develop their understanding of the causes and consequences of migration.                                                                                                                                          |
|           | How do our landscapes change?                      | In this physical geography topic, students explore the workings of river and coastal systems and investigate how processes of erosion, transportation and deposition create landforms which change and shape our landscapes.                                                                                                                                                                            |
|           | Why are more and more of us moving to urban areas? | This topic gets students to investigate why more and more of the world's population is living in urban areas. Students build on their understanding of the causes of migration to explore the push and pull factors of rural to urban migration. Students develop case study knowledge and understanding of the challenges facing London and Mumbai and how they can be managed sustainably.            |
|           | Africa: A continent of contrasts?                  | In this topic students will investigate the physical and human geography of this diverse continent exploring contrasts across the landscape, climate, levels of development and culture. The topic highlights the positive progress that this continent has made despite centuries of colonisation and exploitation whilst recognising the challenges that remain and may increase with climate change. |
|           | Who does globalisation benefit?                    | In this topic students develop their knowledge and understanding of globalisation. They look at who have been the 'winners' and 'losers' from this process and consider how globalisation may change in the 21st Century.                                                                                                                                                                               |
|           | What are the stages in fieldwork?                  | Building on the field work skills developed in Year 7, students undertake a geographical enquiry investigating litter around the school grounds using Geographical Information Systems (GIS) as a tool to present and analyse their findings.                                                                                                                                                           |

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| Year<br>9 | Why are some natural hazards more deadly than others? | This topic covers some of the fundamental physical geography required for the study of Geography at GCSE and A Level: tectonic processes and tropical cyclones. Students learn about tropical cyclones through the study of two contrasting hurricanes and about earthquakes through a study of the Haiti earthquake (2010) in order to consider the range of factors that determine how deadly a natural hazard might be. |
|           | What does the future hold for Antarctica?             | Students build on their previous knowledge to understand why polar regions are so cold, and how glaciers shape the land. They explore how animals have adapted to survive in such an extreme environment before considering the arguments for conservation or exploitation with regards to the future of this continent.                                                                                                   |
|           | Why are our forests so important?                     | Building on their study of marine ecosystems in Year 7 and polar environments, students study the distribution, characteristics, functioning and importance of the tropical rainforest and taiga forest. They explore how human activity relies on the effective functioning of these natural environments and the potential impact of over-exploitation of these valuable resources.                                      |
|           | The USA; our global superpower - but for how long?    | With a firm understanding of globalisation, students develop this knowledge to consider the position of the US as the global superpower and whether or not China, and other emerging nations and regions such as the Middle, Brazil, Russia and India will rise to dominate in the 21st Century and how the global pattern of power may change in the future.                                                              |
|           | Why are some countries more developed than others?    | This topic considers some of the fundamental human geography required for GCSE and A Level by investigating in-depth the factors that contribute towards a difference in development around the world.                                                                                                                                                                                                                     |