

Geography

Geography is about understanding the world students are growing up in. We use an enquiry approach by asking lots of questions about our world. Through various examples from the UK to the wider world students leave KS3 with a broad knowledge of some of the key issues facing our world today.

At Key Stage 3 our priority has been to design a course which the students enjoy, while meeting all the requirements of a changing National Curriculum. We have drawn together our curriculum under five key questions; What makes places different? What makes places connected? How do humans damage our environment? How do humans manage our environment? How do we develop an understanding of the world around us? These five questions are answered by students studying issues such as, Globalisation, Development, Tectonic Hazards, Water as a resource, Climate Change and Superpowers to name a few. Our assessment tiers are linked to an increasingly complex skill set as students move through KS3. In Year 7 we aim to provide students with a base set of skills such as describing and explaining the world around them which increases in complexity through to Year 9 where we encourage students to assess and evaluate their understanding of the issues being studied (tiers outlined below). Our KS3 is designed to build on KS2 from our feeder schools with the ultimate goal of preparing students to undertake GCSE and A level Geography.

In **Year 7** pupils investigate a variety of topics from what is a place? Through development, settlement and natural hazards. Map skills are woven through all of these topics to help students understand their application in real life situations.

In **Year 8** students study weather and climate, including climate change, ecosystems, globalisation and superpowers.

In **Year 9** students will study water, how important it is as a resource and how it can shape the landscapes around us. How population has changed over time, global health and finishing but looking at global geographical issues.

Geography - Oakgrove KS3 Tiers

5	Can write detailed descriptions of the location of places with confident use of skills e.g. CLOCC. Is able to refer to regions e.g. tropics, high and low latitude
	Can describe the physical &/or human geographies of place(s) that have been studied in detail with a greater range of examples used
	Can explain using double connective PEEL paragraphs a geographical concept, process and/ or feature being studied and/or how processes can change places over time with integrated named processes linking process to outcome
	Can form a decision and justify their stance. Is able to explain and back up their decision using examples to add place detail to their explanation. Is able to respond to the commands 'assess, evaluate and to what extent' confidently and explains alternative points of view coming to a clear conclusion. Can use resources to take ideas from
	Can use the full range of Geographical skills appropriately. For example, analysing a graph using TEAM, designing their own geographical enquiry or adding effective labels and annotations to diagrams
4	Can describe the physical and human geography and location of place with good use of key skills e.g. full use of CLOCC. Is beginning to be aware of regions e.g. tropics, high / low latitude. Descriptions are done with less scaffold
	Can describe the physical &/or human geographies of place(s) that have been studied in detail, uses some examples
	Can explain, using more frequent connectives & PEEL, a geographical concept, process and/ or feature being studied and/or how processes can change places over time with more named processes and examples
	Can form a decision and explain it on paper. Starting to build an understanding of another point of view. Will begin to understand the command words 'assess, evaluate and to what extent'. Will begin to use resources to take ideas from
	Can use a range of Geographical skills appropriately. For example, analysing a graph using TEAM, designing their own geographical enquiry or adding effective labels and annotations to diagrams
3	Can describe physical and human geography and the location of places using a wider range of skill e.g. most of CLOCC
	Can describe the physical &/or human geographies of place(s) that have been studied may use an example occasionally
	Can begin to explain, using connectives & PEEL, a geographical concept, process and/ or feature being studied and/or how processes can change places over time
	Can form a decision and explain it – this may be stronger verbally. Maybe able to acknowledge an alternative view
	Can use a greater range of Geographical skills and with more consistency. For example, analysing a graph using all of TEA(M), a full geographical enquiry or adding appropriate labels and annotation to a diagram

2	Can describe the location of places studied using limited geographical skills e.g. some parts of CLOCC
	Can describe some of the physical &/or human geographies of places that have been studied, maybe a few errors
	Can use basic statements about a geographical concept, process and/ or feature being studied & may use connectives occasionally to explain. Shows some understanding that physical and human processes can change the features of places
	Can make simple decisions and offer simple reasons to support it
	Can use geographical skills maybe with some inaccuracies / errors. For example, analysing a graph using TEA(M), a geographical enquiry or adding labels and annotation to a diagram
1	Can describe the location of places studied using basic geographical skills
	Identifies limited or basic characteristics / features of a place maybe with some errors
	Shows some knowledge that different places have both similar and different characteristics
	Simplistic or very basic statements about a geographical concept(ideas), processes and or features being studied
	Can make basic decisions and offer simple reasons
	Uses some basic geographical skills with some inaccuracies / errors