



OVERVIEW	<p>The aim of the geography curriculum is to ensure that pupils can make sense of the world around them by understanding how the Earth has been shaped by human and physical processes, and how such processes interact, and how human beings have impacted the world in which we live.</p>		
AUTUMN	<p>Climate change and Life in an emerging economy</p> <p>Climate change - Describe the evidence to suggest that the world's climate is changing. Explain the natural and human processes which cause climate change. Discuss the different impacts that climate change will have globally. Assess the effectiveness of methods used in response to climate change.</p> <p>Life in an emerging economy - Describe the location of the newly emerging countries and the characteristics of them. Explain why rural to urban migration is a key feature of life in emerging countries. Assess the opportunities and challenges faced by people living in a city in an emerging country. Evaluate the social, environmental, economic, and political impacts of a TNC(s) in an emerging country.</p>	<p>ASSESSMENT</p> <p>Climate change Is mitigation or adaptation best to solve the climate change problem? Extended writing piece</p> <p>Life in an emerging economy Why has China such a success (extended writing)</p> <p>How has the TNC Shell impacted Nigeria? (Extended writing)</p>	<p>PERSONAL DEVELOPMENT</p> <p>Social and Cultural - understanding Nigeria (importance and Shell's impact)</p> <p>Moral - understanding on development vs sustainability issue.</p>
SPRING	<p>Mid-year Assessments</p> <p>Urbanisation</p> <p>Describe factors which led to the growth of cities in the UK and the land use patterns within these. Explain the causes of urban change and dereliction in the UK. Explain the ways in which urban areas can be made more sustainable. Assess the effectiveness of a regeneration project in improving life within a city.</p>	<p>ASSESSMENT</p> <p>Urbanisation</p> <p>How does urban sprawl effect positively and negatively (extended writing)</p> <p>Decision making exercise on where a new settlement should be built. Students complete report based on evidence.</p>	<p>PERSONAL DEVELOPMENT</p> <p>Social and Moral - understanding in inner city decline and regeneration debate.</p>
SUMMER	<p>Mid-year Assessments</p> <p>Energy and fieldwork</p> <p>Energy - Describe the uneven distribution of energy consumption and the reasons for this. Explain how the global energy mix is changing and the factors which influence this. Assess the challenges and opportunities linked to renewable and non-renewable energy sources. Assess the social, economic, environmental impacts of energy production in a chosen country.</p> <p>Fieldwork – Students complete a fieldwork enquiry within the school grounds with subsequent scientific write up.</p>	<p>ASSESSMENT</p> <p>Energy</p> <p>How has the UK's energy mix changed? Should fracking be permitted? Extended piece of writing</p>	<p>PERSONAL DEVELOPMENT</p> <p>Social and Moral - understanding in fracking debate</p> <p>The rule of law – Energy sources and emissions</p>

Useful resources for supporting your child at home:

- BBC bitesize - [KS3 Geography - BBC Bitesize](#)
- Seneca - [Geography: KS3 National Curriculum \(senecalearning.com\)](#)
- CGP – KS3 complete revision and practice workbook