Geography Key Stage 3

Curriculum map

OAK NATIONAL ACADEMY

1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.

2. Units

KS3 Geography is formed of 18 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Map skills	Year 7	10
2 Geology	Year 7	10
3 Development	Year 7	10
4 Weather and climate	Year 7	11
5 World of work	Year 7	11
6 The geography of the Middle East	Year 7	9
7 Rivers	Year 8	13
8 Population	Year 8	13
9 Coasts	Year 8	11

10	Tectonics	Year 8	15
11	Issues of urbanisation	Year 8	12
12	The geography of Africa	Year 8	11
13	Ecosystems	Year 9	12
14	Climate change	Year 9	9
15	Life in an emerging country	Year 9	10
16	Glaciation	Year 9	9
17	Energy	Year 9	9
18	The geography of Russia	Year 9	9

3. Lessons

Unit 1 Map skills

10 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**Mapmaking**	• A map is defined as a drawing of an area such as a city, a country or continent represented on a flat surface. • Maps have changed over time. • Today there are new mapping technologies including GIS, GPS, mobile phones etc.
2.	**Locational knowledge of the world**	• The equator is an imaginary line dividing Earth into a northern and southern hemisphere and is a line of latitude. • The Tropic of Capricorn and Tropic of Cancer are lines of latitude. • The Greenwich Meridian is a line of longitude. • Locating places using lines of longitude and latitude. • The world is made up of seven continents and several major oceans.

3. The Geographical Case: Map Projections

- A map projection represents the 3D surface of the Earth in a 2D surface in cartography.
- Map projections contain inaccuracies.
- There are several different types of projection maps including Mercator projection, Peter's projection, Vander Grinten etc.

4. What are OS maps?

- There are different types of OS maps e.g. Landranger maps, Explorer maps etc.
- Maps can come in different scales.
- Symbols are used to show detail on maps when drawn to scale.

5. What are grid references?

- OS maps contain eastings and northings.
- Four figure grid references allow us to locate things within a 1km2 on an OS map.
- Six figure grid references allow us to find the exact location of things on OS maps.

6.	**Reading distances on a map**	• Scale allows us to convert map distance to real-life distances. • Different maps will represent scale differently e.g. OS Explorer = 1 : 25000 • There are different techniques that can be used to measure distances which are not straight line e.g. using string.
7.	**Reading direction on a map**	• A compass is used to find direction. • A compass rose on a map often has 8 points. • Using direction, a journey can be described on a map.
8.	**Representing height on a map**	• Height on maps can be shown via layer colouring, contour lines and spot heights. • Contour lines are a useful way to identify the height and shape of the land.
9.	**Using aerial and satellite images with maps**	• Aerial and satellite images help to show the features of areas e.g. colours (e.g. different land types) and shapes (e.g. different buildings). • Combining maps and aerial photographs can give us greater detail about places being studied.

10. Using maps to write directions

- When writing and following directions it is important to combine the variety of map skills covered within the unit e.g. grid references, scale, contour lines etc.
- Using the different map skills, it is possible to plan detailed journeys.

Unit 2 Geology

10 Lessons

Lesson number	Lesson question	Pupils will learn
1.	What are the UK's main rock types?	• The distribution of the UK's main rock types: sedimentary, igneous, metamorphic. • The link between geology and upland and lowland areas of the UK.
2.	How does geology influence the UK?	• Geology has influenced the distribution of the population and certain industries (e.g. farming) in the UK. • Example: Comparison between north west UK and the south east.
3.	What is the rock cycle?	• Through weathering, erosion and large earth movements, rocks are recycled over millions of years. • Several processes drive the rock cycle including transportation, deposition, compaction etc.
4.	How does weathering affect rocks?	• Weathering includes freeze-thaw, chemical, onion-skin, biological.

5.	**How do we use the different types of rock?**	• The different characteristics of sedimentary (for example, limestone, sandstone, and shale), metamorphic (for example, slate and marble), and igneous rock (for example, basalt and granite). • Different rocks can be used for different purposes.
6.	**What is the Peak District like?**	• Where is the Peak District? • What is the Peak district like? • What is the geology of the Peak district?
7.	**How do limestone pavements form?**	• A close look at the Peak district. • Limestone landscapes contain surface landforms e.g. limestone pavements.
8.	**How do caverns form in limestone areas?**	• A close look at the Peak district. • Limestone landscapes contain underground landforms e.g. Treak Cliff Cavern near Castleton, Derbyshire.
9.	**What are the impacts of quarrying in the Peak District?**	• A close look at Hope quarry in the Peak district. • Quarrying is an economic activity which has associated advantages and disadvantages, for the local area and the UK.

10. How can quarrying be made more sustainable?

- A close look at Hope quarry in the Peak district.
- Quarrying can be made more sustainable by only blasting at certain times, replanting trees, community projects etc.

Unit 3 Development

10 Lessons

Lesson number	Lesson question	Pupils will learn
1.	What is development?	• The improvement in the standard of living for a country's population. • Development covers a range of different elements e.g. social, economic, political etc. • Countries can be classified as developing, emerging or developed. • HDI scores can be mapped to show the distribution of development levels at different scales.
2.	How do we measure development?	• Development indicators allow us to measure development across and between countries. • There are a range of indicators which can be used e.g. life expectancy, access to safe water, doctors per 1000, infant mortality, GDP per capita, HDI etc. • The HDI of countries varies on a global scale. • Development indicator results for countries can be mapped, showing how the indicators vary globally.

3.	**What is the human development index?**	• Development indicators can give detail about the quality of life of people living within the countries. • At times, development indicators can be misleading. • Country comparison: China, Russia, Brazil, Qatar, USA, UK, Somalia, Haiti.
4.	**Where is the Democratic Republic of Congo and what is it like?**	• The Democratic Republic of Congo is in central Africa. • It is almost completely landlocked apart from a 25 mile stretch of coastline. • The Democratic Republic of Congo has different natural resources. • Quality of life varies across the Democratic Republic of Congo and is different to the UK. • The Democratic Republic of Congo and the UK are connected through trade.
5.	**What are the causes of uneven development?**	• Human (social and political factors) and physical factors have hindered the Democratic Republic of Congo's development.

6.	**How can bottom-up projects promote development?**	• The difference between bottom-up and top-down projects. • The opportunities and challenges associated with bottom-up projects in the Democratic Republic of Congo.
7.	**How can top-down projects promote development?**	• Features of the Grand Inga project. • The opportunities and challenges associated with the Grand Inga project.
8.	**Where is Nigeria and what is it like?**	• Nigeria is an emerging country on the west coast of Africa. • Nigeria has a rapidly growing economy. • Quality of life is different to that in the Democratic Republic of Congo. • How does Nigeria compare to the UK?
9.	**How important is Nigeria?**	• Nigeria is important on a global and regional scale. • Lagos is the largest city in Nigeria and attracts people from the rural areas and from other countries. • Nigeria is important globally through trade and culture (e.g. Nollywood).

10. How sustainable is oil extraction in Nigeria?

- Oil extraction in Nigeria can cause conflict.
- A range of stakeholders have differing views on the impacts of oil extraction.

Unit 4 Weather and climate

11 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**What is the weather forecast?**	• Using weather symbols to accurately describe the changes in weather from one day to the next. • Weather forecasts predict the weather in the coming days. • Weather reports are place specific. • Weather reports are not always accurate.
2.	**What are the factors that affect climate?**	• There are several factors which affect the climate including: latitude, altitude, distance from the sea, prevailing wind direction, and the urban heat island effect.
3.	**Why does it rain?**	• The two main causes of rainfall in the UK are relief and frontal. • Convectional rainfall can also take place.

4.	**How do air masses influence the climate of the UK?**	• The UK has a mild, wet climate as it is in the mid-latitudes, and is influenced by the gulf stream. • The climate of the UK is influenced by continental and maritime air masses.
5.	**How do we use climate graphs?**	• Climate graphs show the average temperature and rainfall for each month over the course of a year. • Comparing climate graphs for the UK shows how the climate varies across the country e.g. the north-west vs the south-east.
6.	**How do high pressure events affect the UK?**	• High pressure systems bring warm, dry conditions to the UK during the summer, and cold, clear days during the winter. • High pressure forms over the UK due to descending air. • High pressure systems can have advantages and disadvantages for the UK, such as the 2018 summer heat wave.

7. **How do low pressure events affect the UK?**

- Low pressure systems bring wet and unsettled conditions to the UK. In the winter they can result in snowfall, which can be disruptive.
- Low pressure systems are formed by rising air. Frontal systems play a significant role in the low-pressure systems that develop over the UK.
- Low pressure systems can have significant impacts, for example Storm Dennis and Storm Jorge (2020).

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8. **What was the 'Beast from the East'?**

- A close look at the weather event, 'The Beast from the East'.
- The 'Beast from the East' storm event was caused by polar continental air and Storm Emma.
- The Beast from the East' resulted in economic, social, and environmental impacts.

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9. **What are tropical storms and how do we measure them?**

- Tropical storms are low pressure systems, found between the Tropics.
- Tropical storms are characterised by heavy rainfall, strong winds, thunder and lightning, hail etc.
- Tropical storms are measured using the Saffir-Simpson scale.

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10. **What is New Orleans like and why is it vulnerable to tropical storms?**

- A close look at the weather event, 'Hurricane Katrina'.
- New Orleans is in Louisiana on the south coast of the USA.
- New Orleans is a tourist destination, due to the cultural attractions e.g. the French Quarter and the Mardi Gras.
- New Orleans is at risk from tropical storms and flooding due to much of the land being below sea level.
- New Orleans has a levee system to keep the water out of the city and in the Mississippi river.

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11. **What were the impacts of Hurricane Katrina?**

- A continued look at the weather event, 'Hurricane Katrina'.
- Tropical storms have economic, social, and environmental impacts.
- Responses are classified as immediate and long-term.

Unit 5 World of work

11 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**How do we classify different types of employment?**	• Primary, secondary, tertiary, and quaternary industries. • The features of these different industries.
2.	**How do employment structures differ around the world?**	• Employment structure changes overtime. • In the UK employment structure has changed since the 1800s. • Employment structures differ depending upon the level of development of the country.
3.	**What are the factors which influence the location of different industries?**	• Different factors are important when locating primary, secondary, and tertiary industries. • Some industries are tied to a location, whilst others are footloose.

4. What are quaternary industries?

- The quaternary sector is growing in many developed countries. Industries here include high tech research and design companies.
- There are many factors which influence the location of quaternary industries e.g. being near other industries to share knowledge and expertise, locating near universities, good transport links etc.
- We will look at the example of Silicon Fen in Cambridge.

5. What are the impacts of different industries?

- Industrial developments have a range of environmental, social, and economic impacts.
- The impacts can have advantages and disadvantages. E.g. offshore mining in the North Sea.

6. Why is tourism an important tertiary industry?

- Most jobs related to tourism are in the tertiary sector.
- Travel and tourism directly generated more than 107 million jobs in 2015 (3.6 percent of the world's total employment).
- Tourism has grown for several reasons including a growing disposable income in many countries, low cost air travel, advertising etc.

7.	**How do the impacts of tourism change over time?**	• Tourism can bring advantages and disadvantages to places. • The Butler Model illustrates how tourist locations change over time. • Benidorm and Blackpool are examples of tourist destinations which follow the model.
8.	**What is ecotourism?**	• Ecotourism is a sustainable form of tourism aimed at protecting the environment and local cultures. E.g. tourism to the Galapagos Islands, S. America.
9.	**Why is tourism a growing industrial sector in Kenya?**	• In this lesson, we will look at where Kenya is. • We will look at what Kenya is like. • We will look at the different employment sectors of Kenya. • We will explore the growing tourist sector of Kenya. • We will also look at the popular safari holidays to the Maasai Mara National Reserve.

10.	**What have been the impacts of tourism in the Maasai Mara National Reserve?**	• In this lesson, we will continue to look at the tourist industry in Kenya. • Tourism to the Maasai Mara National Reserves has brought advantages and disadvantages to Kenya and the local area.
11.	**How can tourism in the Maasai Mara National Reserve be managed?**	• In this lesson, we will continue to look at the tourist industry in Kenya. • Several strategies have been put in place to ensure that tourism is sustainable. • Ecotourism Kenya' has been established and has a range of benefits.

Unit 6 The geography of the Middle East

9 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**Where is the Middle East and what are some of its key human and physical features?**	• Name and locate the countries and main oceans. • Locate the deserts and rivers of the Middle East.
2.	**What is the climate like in the Middle East?**	• There are three distinct climate zones in the Middle East including arid, semi-arid and Mediterranean climates. • Comparing the climate of Saudi Arabia to the UK, and how climatic conditions could influence the way of life. • Link: Development/ Geology*/ Water and climate*.
3.	**How is population distributed in the Middle East?**	• The population is not distributed evenly. • A range of physical and human factors have influenced the population distribution of the Middle East. • Link: Geology/ Weather and climate*

4.	**How developed is the Middle East?**	• Development and quality of life across the Middle East is varied. Comparisons can be drawn between more developed countries, such as Qatar and Kuwait, and less developed nations such as Yemen and Syria. • Both human and physical factors have influenced development levels across the region. • Link: Development/ Geology
5.	**What factors have influenced development in Yemen?**	• The impact of physical and human factors on the development of Yemen. • The historical vs current issues that have hindered development. • Link: Development*
6.	**What strategies can be used to support the development of Yemen?**	• The role of NGOs in supporting Yemen in dealing with the challenges associated with drought and conflict. • Link: Development*
7.	**How is the UK connected to the Middle East?**	• There are a range of factors which link the Middle East and the UK, including history, trade (imports and exports), conflict and tourism. • Link: World of Work*

8. **What is the importance of oil in the development of the Middle East?**

- The Middle East as a region is the largest global exporter of oil.
- Oil has allowed for rapid development in several Middle Eastern countries.
- Oil has resulted in significant changes to the way of life in countries such as Qatar, Saudi Arabia, Kuwait etc.
- Oil has caused some instability within the area e.g. the Iran-Kuwait conflict.
- Link: World of Work*

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9. **Is tourism a benefit to the UAE?**

- Diversification to use tourism as a springboard for economic growth.
- The reduction in the reliance on oil.
- Link: World of Work*

Unit 7 Rivers

13 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**Why are rivers important?**	• Rivers are a key feature of the Earth's natural landscape. • Rivers are important for industry, settlement, farming, energy etc. E.g. the River Ganges.
2.	**What are the features of a drainage basin?**	• A drainage basin is an area of land drained by a river and its tributaries. • Drainage basins include features such as a source, tributaries, confluences, mouth, watershed. • The Mississippi drainage basin is the largest in N. America totalling 41% of the United States and is the 4th largest in the world.
3.	**How does the river drainage basin system work?**	• The river basin system is the part of the hydrological cycle at local scale. • The systems consist of inputs, flows/ transfers, stores, and outputs.

4.	**What are the features of a river's long profile?**	• Rivers change from source to mouth. • Rivers have 3 courses. • Each course has distinct features. • The lesson will use the River Tees as an example.
5.	**Erosion and transportation**	• There are four types of erosion. • There are four types of transportation.
6.	**How do waterfalls form?**	• Waterfalls form in the upper course of rivers, due to vertical erosion. • Waterfalls form due to differences in geology. • This lesson will use Angel Falls (Venezuela) as an example of a high force waterfall and Gullfoss (Iceland) as an example of a two stage waterfall.
7.	**What are the processes operating across meanders?**	• Meanders are horseshoe bends in rivers. • Meanders form due to processes of lateral erosion and deposition. • This lesson will use the River Tees near Barnard castle as an example.

8.	**What are floodplains and how do they form?**	• Floodplains are found in the lower course of rivers. • Floodplains and levees form due to deposition.
9.	**What are the causes of flooding within drainage basins?**	• Physical factors cause floods e.g. relief of land, rock type etc. • Human factors cause floods e.g. deforestation, urbanisation etc.
10.	**How can we manage the flood risk?**	• Hard engineering can prevent the flood risk. • Soft engineering can prevent the flood risk.
11.	**An example of a flood event in the UK**	• This lesson will use the UK flood event in Tewkesbury, Gloucester as an example. • The cause, effect, and responses to a UK flood event.
12.	**How can we respond to flood events?**	• This lesson will use the UK flood event in Tewkesbury, Gloucester as an example. • Decision making based upon the best strategy to prevent future flooding in the area.

13. An example of a flood event in a developing country

- The cause of flooding in Bangladesh.
- The effects of flooding in Bangladesh.
- How people have adapted to live with the flood risk in Bangladesh.

Unit 8 Population

13 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**What are the factors that influence population distribution?**	• The population of the world is not distributed evenly. • Human and physical factors influence the population distribution. • Some areas of the world are densely populated whilst others are sparsely populated. Examples include Europe, Bangladesh, central Brazil, central Australia, Himalayas, northern Canada.
2.	**What is the population explosion?**	• The world's population is increasing. • This is due to natural increase. • Developing and emerging countries are experiencing particularly rapid population growth.
3.	**What are the potential consequences of overpopulation?**	• Overpopulation can cause a range of social, economic, and environmental consequences.

4.	**How do population structures change over time?**	• The demographic transition model shows the link between population structure and economic development.
5.	**How does the population structure change as a country develops?**	• Population structures change overtime due to economic development. • A range of factors influence birth and death rates.
6.	**What do population pyramids show?**	• Population pyramids show the population structure of a country. • The UK's population structure is different to the population structure of Uganda.
7.	**What strategies have been used to try and control population growth?**	• There are a range of strategies that have been used to try to control population growth. For example: the one child policy in China. • There are a range of strategies that have been used to try to control population growth. For example: family planning in Kerala, India.
8.	**What are the impacts of an ageing population?**	• Example: The ageing population in the UK. • The reasons why the UK's population is ageing. • The impacts of an ageing population in the UK.

9.	**How is the UK managing the ageing population?**	• Example: The ageing population in the UK. • The UK has used a range of strategies to help manage the ageing population e.g. raising the retirement age, encouraging people to invest in private pensions, investment in carers etc. • Some of these strategies have been more successful/ sustainable than others.
10.	**What is migration?**	• Migration is the movement of people from one place to another with the intention of settling permanently or temporarily. • There are different types of migration including internal, external, seasonal, illegal migration etc.
11.	**How are Mexico and the USA linked?**	• Mexico and the USA are in North America. • After the Mexican-America war, much of Mexico was taken by the USA (1848) which moved the borders of Mexico back behind the Rio Grande. • Today Mexico has a rapidly developing economy. • Mexico is an emerging country and the USA is a developed country.

12. What factors influence migration?

- Migration occurs due to push and pull factors.
- Significant migration happens across the border between Mexico and the USA.

13. The impacts of migration

- Migration can have a range of impacts for the host and source country.

Unit 9 Coasts

11 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**What are the features of a coastline?**	• Coastlines contain beaches both sand and shingle, and cliffs. • Settlements have developed in coastal locations due to the relief of the land, port access etc. • Different industries can be found at the coast including tourism, ship building etc. E.g. Redcar, north east of the UK.
2.	**What are the factors which influence waves?**	• Waves are influenced by the wind and fetch. • There are different types of waves (constructive and destructive).
3.	**How do waves shape the land?**	• Waves can erode in four ways. • Erosion can have negative impacts for coastal areas. Examples: Norfolk - Happisburgh, Hemsby Beach.

4.	**How do headlands and bays form?**	• Headlands and bays form due to erosion and changes in the geology of the area. • This lesson will use Swanage Bay, Dorset as an example.
5.	**What are the processes that lead to the formation of Stacks?**	• Stacks form on exposed headlands, due to processes of erosion and weathering. • This lesson will use Swanage Bay, Dorset and Old Harry, Dorset as examples.
6.	**What is longshore drift?**	• Longshore drift is the transportation of sand and shingle by the waves.
7.	**How do spits form?**	• Spits form where there is a sudden change in coastline, allowing deposition to occur. • Spits have recurved ends. • A salt marsh forms behind a spit. • Examples used: Spurn Head, East Riding, Yorkshire. Farewell Spit, New Zealand.
8.	**How do we prevent coastal erosion?**	• Hard engineering can prevent coastal erosion. • Soft engineering can prevent coastal erosion.

9.	**Should managed retreat have been used at Happisburgh?**	• Should managed retreat have been pursued at Happisburgh? • Different stakeholders have differing views regarding the issue.
10.	**Should hard engineering have been used at Mappleton?**	• The Holderness coast is located on the east coast of the UK. • The geology of the Holderness coast is mainly glacial till. • The Holderness coast is the fastest eroding coastline in Europe. Approx. 30 villages lost to the sea since Roman Times. • Mappleton is a village and civil parish in East Riding, Yorkshire. • Hard engineering at Mappleton has had advantages and disadvantages.
11.	**What are the conflicts related to coastal management along the Holderness coast?**	• Different stakeholders have differing views regarding the coastal management strategies in place along the Holderness coast.

Unit 10 Tectonics

15 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**What is the structure of the Earth?**	• The Earth is made up of 4 layers • Each layer has distinct features. • The outer crust is broken into a series of plates.
2.	**What evidence is there that the Earth's crust moves?**	• There is evidence to suggest that the plates of the world have moved over time e.g. Pangea, fossils etc. • The relationship between tectonic events and plate boundaries.
3.	**How do the Earth's plates move?**	• There are different causes of plate movement: convection currents, slab pull, ridge push.

4.	**What are the different plate boundaries?**	• There are different plate boundaries: destructive (convergent) e.g. Andes fold mountains and volcanoes such as Chaiten. • There are different plate boundaries: constructive (divergent) e.g. the Mid-Atlantic Ridge • There are different plate boundaries: conservative e.g. the San Andrea Fault.
5.	**What are composite and shield volcanoes?**	• Shield volcanoes are formed on constructive (divergent boundaries) and composite volcanoes are formed on destructive (convergent margins). • Shield volcanoes and composite volcanoes have distinct features due to their formation.
6.	**How can we predict, protect and prepare for volcanic eruptions?**	• Prediction includes tiltmeters, smoke, tremors, sulphur dioxide levels etc. • Protection includes evacuation (exclusion zones), grounding aeroplanes, closing roads etc. • Preparation includes training emergency services, ensuring residents have emergency supplies, good communication systems in place etc.

7.	**What are the positive and negative impacts of volcanoes?**	• Living in volcanic areas such as Iceland can provide a range of opportunities e.g. tourism, geothermal energy etc. • However, they can also have negative impacts e.g. 2010 eruptions of Eyjafjallajökull.
8.	**How can we measure and predict earthquakes?**	• Earthquakes are measured using the Richter and Mercalli Scale. • We can predict earthquakes by measuring tremors and identifying irregular patterns, measuring radon gas and underground water levels, monitoring animal behaviour e.g. 1975 Haicheng earthquake. • Prediction is difficult and has limitations.
9.	**How can we prepare and protect against the impact of earthquakes?**	• Preparation takes many forms e.g. earthquake drills, training the emergency services, emergency first aid kits etc. • Protection - earthquake proof buildings, retrofitting buildings, automatic shut-off switches to gas and electric etc.

10.	**Where is Haiti and what is it like?**	• Haiti is in the Caribbean and shares a border with the Dominican Republic. • Haiti is the poorest country in the western hemisphere and is at risk from natural hazards. • Haiti is located on a conservative margin.
11.	**What happened in the 2010 Haiti earthquake?**	• The primary and secondary effects of the 2010 Haiti earthquake. • The immediate and long-term responses.
12.	**What are tsunamis and how do they form?**	• Tsunamis are large waves, usually caused by volcanic or earthquake activity under the ocean. • They occur due to an earthquake, volcano or landslide happening on the ocean floor, causing water to be displaced.
13.	**Where is Japan and what is it like?**	• Example: The Japanese Tsunami 2011 • Japan is in east Asia and is made up of many islands. • Japan is a developed country, which is at risk from tectonic hazards. • The cause of the 2011 Tsunami.

14.	**What happened during the 2011 Japanese tsunami?**	• There were a range of primary and secondary effects.
15.	**What were the responses to the 2011 Japanese earthquake and tsunami?**	• There were a range of primary and secondary effects. • The immediate and long-term responses.

Unit 11 Issues of urbanisation

12 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**Where do people live within the UK?**	• Cities in the UK have developed in areas due to several factors related to site and situation e.g. Liverpool is a port location, Birmingham developed due to flat, low-lying land and the central location within the UK etc. • London has grown due to several factors including flat land, bridging points, defensive site etc.
2.	**What can OS maps and GIS maps tell us about cities?**	• OS maps show that cities have a higher concentration of buildings and transport routes. • Urban areas contain shopping areas, theatres, football stadiums, museums etc. • Urban areas contain shopping areas, theatres, football stadiums, museums etc.
3.	**Do cities in the UK have a common structure?**	• Cities contain areas of different land use, e.g. Bradford. • In the past, geographers have attempted to create models of urban land use, however these have their limitations.

4.	**What is deindustrialisation and how has it had an impact on cities in the UK?**	• This lesson will use Manchester, England as an example to illustrate industrialisation and the impact of deindustrialisation. • Manchester is a city in north west England and is well known for culture and sport. • Manchester was once the international centre of the world's cotton industry. • During the 1980s secondary industries in Manchester closed due to global changes in manufacturing. • This led to urban decline in Manchester during the period.
5.	**What are the opportunities associated with living in urban areas?**	• This lesson will continue to use Manchester, England as an example. • Manchester has seen huge investment in recent years. • Manchester has a range of opportunities including employment, leisure, transport, culture etc.
6.	**What is urban sprawl and what are the impacts of it?**	• This lesson will continue to use Manchester, England as an example. • Urban sprawl can place pressure on the rural-urban fringe. • Urban sprawl can bring advantages and disadvantages.

7.	**Why is counter-urbanisation taking place in the UK?**	• This lesson will continue to use Manchester, England as an example. • Counter-urbanisation is the movement of people from urban areas to rural areas. • Push and pull factors are the cause of this movement. • Counter-urbanisation can have a range of impacts for rural areas e.g. increased congestion, increased house prices etc.
8.	**How can we make cities more sustainable?**	• This lesson will continue to use Manchester, England as an example. • A range of methods can be used to increase the sustainability of urban areas e.g. water conservation, waste recycling, reducing the use of the car etc.
9.	**How can we manage the housing crisis?**	• The housing crisis has been caused by a range of factors including an ageing population, a rise in one person households, increasing levels of divorce, nimbyism etc. • A range of strategies could be used to improve the housing crisis including building more homes, bring existing stock back into use etc.

10. How successful was the regeneration of Salford Quays?

- This lesson will continue to use Manchester, England as an example.
- During the 1970s, manufacturing in Manchester fell into decline, and 3,000 jobs were lost in the docks of the Manchester Ship Canal.
- Salford was regenerated and rebranded as a hub for media companies.
- Some stakeholders benefited whilst others did not.

11. Where is Dubai and why did it grow?

- In this lesson Dubai, United Arab Emirates will be used as an example to draw contrast to UK discussion developed in the previous lessons of this unit.
- Dubai's growth began in the 1960s due to vast reserves of oil.
- Dubai is a major city in the UAE and its economy has diversified to include tourism (15 million visitors each year), retail, real estate etc.
- 90% of workers are migrants from India, China, Bangladesh etc.
- How is Dubai's growth different to cities in the UK?

12. Is Dubai an example of a sustainable city?

- This lesson will continue to use Dubai, United Arab Emirates as an example.
- Dubai is often seen as an example of an unsustainable city due to issues related to water use and energy.
- Dubai plans to be more sustainable, by 2050 75% of the energy will come from sustainable sources. Sustainable City outside of Dubai is an example of a sustainable city.

Unit 12 The geography of Africa

11 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**Where is Africa and what are the physical and human features of the continent?**	• Africa is located south of Europe, south-west of the Middle East and east of South America. • The key physical and human features include mountain ranges, deserts, rivers and mega cities.
2.	**How is the population distributed in Africa and what factors influence this?**	• The population of Africa is not distributed evenly. • A range of physical and human factors have influenced the population distribution of Africa. • Link: Population*
3.	**How have historical factors influenced different countries in Africa?**	• The social, historical, economic, and political factors which may have influenced the development of countries within Africa.

4.	**Why is the Nile so amazing?**	• The River Nile in Africa is the longest river in the world. • The Nile travels through 11 African countries, and is important because it provides water, industry and power through the continent. • Spectacular landforms including Murchison Falls. • Its floodplain/ delta supports 39 million people in Egypt. • Link: Rivers*
5.	**Why are there disputes over the use of the River Nile?**	• The conflict between Egypt and Ethiopia over the Grand Renaissance Dam. • Link: Rivers*
6.	**Where is Mount Nyiragongo, and why is it important for the DRC?**	• Mount Nyiragongo is in the Democratic Republic Congo, in the East African Rift Valley. • The volcano is very active and has erupted 32 times since 1982. • Goma is a densely populated city located close to Mount Nyiragongo. • Previous eruptions have led to fertile soil for farming. • Link: Tectonics*

7.	**What were the causes and impacts of the 2002 eruption of Mount Nyiragongo?**	• The primary and secondary effects of the disaster. • Link: Tectonics*
8.	**What were the responses to the 2002 eruption of Mount Nyiragongo?**	• The immediate and long-term responses. • Link: Tectonics*
9.	**What is Kenya like?**	• The population distribution. • The main cities and physical features of Kenya. • Economic development in Kenya. • Link: Population/ Issues or urbanisation*
10.	**What are the issues of urbanisation in Kenya?**	• Nairobi is the capital and the largest city of Kenya. • The opportunities and challenges of life in Nairobi. • Link: Population/ Issues or urbanisation*
11.	**How can issues of urbanisation in Kenya be managed?**	• The different strategies used to improve the sustainability of Nairobi. • Link: Population/ Issues or urbanisation*

Unit 13 Ecosystems

12 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**Where are the major biomes of the world located?**	• The major biomes are in certain areas of the world. • Their distribution is not haphazard, and is influenced by factors such as latitude and altitude etc.
2.	**What are the features of the major biomes of the world?**	• Biomes have distinct characteristics, such as their climate and vegetation. • Specific biomes include tundra, deciduous woodland, rainforests, deserts, and savannah grasslands.
3.	**How can we use climate graphs to compare rainforests and deserts?**	• Climate graphs show the average temperature and rainfall for each month through the course of a year. • Comparing the climate of the Sahara Desert to the Amazon Rainforest.

4.	**How do high and low pressure systems influence the world's biomes?**	• High pressure systems influence the climate and characteristics of deserts and tundra. • Low pressure systems influence the climate and characteristics of rainforests and deciduous woodland. • Low pressure leads to convectional rainfall in rainforests.
5.	**What is the structure of the Amazon rainforest?**	• In this lesson, we will use the Amazon rainforest as an example. • The rainforest has a distinct structure with four layers. • Each layer of the rainforest has distinct characteristics.
6.	**Why is the nutrient cycle important in the rainforest?**	• In this lesson we will continue to use the Amazon rainforest as an example. • The nutrient cycle is the movement of nutrients from living things to litter and then the soil in a continuous cycle, keeping both plants and soil healthy. • The nutrient cycle is an example of an interdependent system.

7.	**How have plants and animals adapted to survive in the Amazon?**	• In this lesson we will continue to use the Amazon rainforest as an example. • Plants and animals have adapted to live in rainforests. • Examples include buttress roots, drip tips, epiphytes etc. Animals that have adapted include the howler monkey, sloth etc.
8.	**What are the causes of deforestation in the Amazon?**	• In this lesson we will continue to use the Amazon rainforest as an example. • There are many causes of deforestation in the Amazon e.g. logging, mining (Carajas mine), cattle ranching etc.
9.	**What are the impacts of deforestation in the Amazon?**	• In this lesson we will continue to use the Amazon rainforest as an example. • Deforestation in the Amazon has many impacts, such as environmental and economic impacts. Some of these impacts are negative, some are positive.

10.	**How can the Amazon be conserved?**	• In this lesson we will continue to use the Amazon rainforest as an example. • It is important to protect rainforests. Reasons include biodiversity, climate regulation and important products such as, medicines. • The Amazon can be developed sustainably through selective logging and ecotourism for example.
11.	**How have plants and animals adapted to deserts?**	• Unique adaptations of plants and animals have persisted because they have proved advantageous for survival in the desert. Examples include cacti, fennec fox, camel.
12.	**What are the opportunities for northern Africa due to the Sahara Desert?**	• In this lesson, we will use the Sahara desert as an example. • Opportunities for economic development exist in North Africa for many countries that contain the Sahara Desert. • Morocco - phosphate mining, Algeria oil and gas etc.

Unit 14 Climate change

9 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**What evidence do we have to show that the climate is changing?**	• Evidence exists from ice cores, paintings and diaries, tree rings, temperature records etc. • There are strengths and weaknesses to some of the historical evidence.
2.	**What are the natural causes of climate change?**	• There are natural causes of climate change including, orbital change, solar output, volcanic eruptions.
3.	**What is the greenhouse effect?**	• The greenhouse effect is important to keep the Earth warm enough to sustain life. • The enhanced greenhouse effect is influenced by humans e.g. burning fossil fuels, cattle ranching etc.

4. **What are the possible effects of climate change?**

- Climate change will have a range of potential impacts.
- Environmental: Ice sheets such as those in Greenland melt, rising sea levels could lead to flooding of vulnerable areas, such as the Maldives, Netherlands, Bangladesh, Shanghai. Decline in ocean species due to warming (e.g. coral reefs and bleaching).
- People: Droughts lead to crop failure, deaths due to lack of availability of clean water etc.

5. **How could climate change affect Bangladesh?**

- In this lesson, we will use Bangladesh as an example.
- Bangladesh is a low-lying delta country; 80% of the land is floodplain. Two-thirds of Bangladesh is less than 5 metres above sea level.
- Increased monsoon rains, flooding reduction in melt water from the Himalayas, mass migration etc.

6. **Why are future predictions about climate change uncertain?**

- Data about climate change can be used to make predictions.
- The IPCC is an international group that uses models to predict how the climate might change and the consequences of this.
- Uncertainty exists regarding future population growth, emission rates, and adaptation techniques etc.

7.	**How can humans adapt to climate change?**	• A range of strategies can be used including changing agricultural systems e.g. using drought resistant crops in Kenya. • Coping with rising sea levels e.g. the Thames Barrier, or in Bangladesh building houses on stilts or on top of earth embankments.
8.	**How has Bangladesh adapted to the threat of climate change?**	• In this lesson, we will use Bangladesh as an example. • Bangladesh has developed several strategies to cope with climate change, including the construction of 224 new cyclone shelters and repairing 387 kilometres of embankment. The government has also distributed clean, energy-efficient cook stoves to 750,000 rural women etc.
9.	**How can humans mitigate the effects of climate change?**	• Carbon capture, alternative energy production, international agreements e.g. the Paris Agreement. • However, there are some limitations of these mitigation strategies.

Unit 15 Life in an emerging country

10 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**Where are the emerging countries?**	• Emerging countries are often referred to as the BRICS and MINTs. • They are mainly found in Asia, South America, Africa, and the Middle East.
2.	**What are the features of an emerging country?**	• Emerging countries often have some similar features e.g. a large young population, large land mass, large coastlines, reserves of natural resources.
3.	**How has the employment structure changed over time in emerging countries?**	• Emerging countries have seen a decline in primary industries due to mechanisation, and a growth in secondary industries. • Example: India and China have large manufacturing sectors.

4.	**Where is China and what is it like?**	• China is in southeast Asia. • China is the world's most populous country. • China has seen rapid economic growth in recent times. • Quality of life has rapidly improved in China in recent years, especially in the cities. • Quality of life is improving in rural areas.
5.	**What has led to China's success?**	• China has used a range of different strategies which have led to rapid economic development, such as, subsidising exports, attracting large TNCs, until recently the minimum wage could be classified as low.
6.	**What are the advantages and disadvantages of TNCs in China?**	• Nike has approximately 146 factories in China employing 189,000 workers. • Nike has created advantages and disadvantages for China. • Today, China has its own TNCs e.g. Huawei.

7. **Why is rural to urban migration a key feature of emerging countries?**

- Urbanisation is a process taking place in emerging countries.
- Rural to urban migration is a key feature of emerging countries, due to mechanisation of rural areas e.g. India's green revolution.
- Growing secondary and tertiary sectors have attracted workers to urban areas in search of work.

8. **What are megacities and where are they located?**

- Mega cities can be found in many countries; however, many are in emerging countries and the number is predicted to grow in the coming years.
- Mega cities have large populations, with over 10 million people living there e.g. Mumbai in India.
- Mega cities have a large natural increase due to the large young population.

9. **What are the opportunities in Mumbai?**

- Mumbai is the capital city of the Indian state of Maharashtra and is the second most populous city in India.
- Mumbai has many opportunities that attract people to the city e.g. employment. Mumbai has a growing finance and IT sector, along with a growing tertiary sector.
- Other opportunities include education, health care and housing.

10. **What are the challenges in Mumbai?**

- Rapid urban growth has created challenges in Mumbai e.g. it is one of the most congested cities in the world, leading to air pollution.
- A shortage of housing has led to squatter settlements e.g. Dharavi.
- Mumbai has a large informal economy.

Unit 16 Glaciation

9 Lessons

Lesson number	Lesson question	Pupils will learn
1.	What are glaciers?	• During the last ice age, ice cover extended southwards to cover all of Scotland and Ireland, most of Wales and large parts of northern England. • There have been global temperature fluctuations over time, between inter-glacial (warmer) periods and glacial (cooler) periods. • Glaciers advance and retreat depending on climatic conditions.
2.	How do corries form?	• Abrasion, plucking and freeze-thaw weathering are processes of erosion in glacial landscapes. • Glaciers move by rotational slip downhill and erode small hollows in mountain sides into corries. • Once glaciers retreat, corries are exposed and today have distinct features which include: a steep back wall, a corrie lip and a tarn.

3.	**How do arêtes and pyramidal peaks form?**	• Arêtes are steep ridges created between two corries. • Pyramidal peaks are pointed mountain peaks formed when three or more back-to-back glaciers erode a mountain.
4.	**How do glacial troughs form?**	• Glacial troughs are also known as u-shaped valleys and form when a glacier erodes a v-shaped valley. • Glacial troughs have flat bottoms and steep sides. • Hanging valleys and ribbon lakes are features of glacial troughs.
5.	**What landforms are formed by glacial deposition?**	• Glaciers carry till and erratics as they advance, then deposit them in places when they retreat. • The three types of moraine are terminal, medial and lateral.
6.	**What are the impacts of glacial retreat?**	• Climate change is the main cause of glacial retreat. In the past 150 years, global temperatures have increased by approximately 0.9°C. • Glacial retreat is causing several negative impacts such as an increase in natural hazards, rising global sea levels and placing many plants and animals in glacial environments at risk.

7.	**What are the opportunities associated with glacial landscapes?**	• This lesson will use the Lake District as an example of a glacial landscape in the UK. • The Lake District is a glacial landscape that attracts 16.4 million visitors each year and visitors in 2014 spent over £1 billion. • The glacial landscape provides many opportunities including tourism, farming, mining, and forestry.
8.	**What are the challenges associated with glacial landscapes?**	• This lesson will continue to use the Lake District as an example. • Human activity in the Lake District creates several challenges in the location. • Footpath erosion, noise, and air pollution, purchasing of second homes and the rising prices in shops are negative impacts that can create conflict between stakeholders.
9.	**How can glacial landscapes be managed?**	• This lesson will continue to use the Lake District as an example. • There are several ways that the challenges of human activity in the Lake District are being managed. • These include: Go Lakes travel scheme, new affordable homes being built, footpath management and limitations on water sports.

Unit 17 Energy

9 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**What is the global distribution of energy use and production?**	• The consumption of energy is not spread equally across the globe. • There are a range of factors influencing the distribution and consumption of energy.
2.	**What is energy security and energy poverty?**	• Quality of life is impacted by the availability of energy. • Some rural areas of developing countries experience energy poverty, which can negatively affect quality of life. • Example: Rural Myanmar.
3.	**How has the UK's energy mix changed over time?**	• The UK's energy mix has changed over time. Similar trends have been seen across the EU. • Factors include government policy, resource depletion, risks associated with energy imports etc.

4.	**What are the advantages and disadvantages of non-renewables?**	• Different types of non-renewable energy have and continue to contribute to the UK's energy mix. • Non-renewables have advantages and disadvantages. • Examples: North Sea offshore gas/ oil and coal mining in Poland.
5.	**What are the advantages and disadvantages of renewables?**	• Renewable energy is contributing more to the UK's energy mix. • There are advantages and disadvantages associated with the use of non-renewables.
6.	**Should wind turbines be developed on the Isle of Lewis?**	• Wind turbines bring advantages and disadvantages. • Planning is often a problem when locating wind farms due to nimbyism. • Example: Isle of Lewis.
7.	**What is fracking and why is it controversial?**	• Fracking is a process which releases gas trapped in shale rock. • The process is controversial for a range of reasons including, the contribution to climate change, tremors, destruction of rural areas etc. • Examples: USA and the UK.

8.	**What are the likely impacts of fracking in Lancashire?**	• Fracking could bring advantages and disadvantages to the north-west of England.
9.	**What are the advantages and disadvantages of nuclear energy?**	• Nuclear energy has advantages and disadvantages. • Assessment of how far nuclear energy should contribute to the UK's future energy supply.

Unit 18 The geography of Russia

9 Lessons

Lesson number	Lesson question	Pupils will learn
1.	**Where is Russia and what are some of its key human and physical features?**	• Russia is the largest country in the world by land area. • Russia occupies one-tenth of all the land on Earth. • It spans 11 time zones across two continents (Europe and Asia) and has coasts on three oceans (the Atlantic, Pacific, and Arctic). • Important cities (Moscow, St. Petersburg, Novosibirsk etc) and rivers (Volga, Don, Kama etc). • Link: life in an emerging country*
2.	**How is the population distributed across Russia?**	• The population of Russia is 114.5 million (2020) and it is the 9th most populous in the world. • Russia is one of the most sparsely populated countries in the world. Its country has a population density of 9 people per square kilometre. • Human and physical factors have influenced the population distribution of Europe.

3.	**How are biomes distributed across Russia and what are their key features?**	• Russia has distinct environmental regions. • The taiga forest, tundra, temperate forest, and steppe have distinct features. • Link: ecosystems*
4.	**How has climate influenced the distribution of biomes across Russia?**	• Russia has distinct climatic zones. • The climate zones of Russia have influenced the location of different biomes; focus upon taiga forests and tundra. • The use of climate graphs. • Link: ecosystems*
5.	**How have plants and animals adapted to taiga forests?**	• Plants have adapted to live in taiga forests in Russia. • Animals have adapted e.g. ptarmigan have thick layers of downy feathers. • Link: ecosystems*
6.	**What are the threats to taiga forests?**	• Deforestation in the taiga creates opportunities and challenges. • Example: Tar Sands. • Link: ecosystems and energy*

7.	**What are the opportunities and challenges of mineral extraction in the tundra?**	• Russia has significant reserves of oil (8th in the world in 2016) and gas in parts of Siberia, as well as phosphate, gold, and tin. • The extraction of such minerals creates opportunities and challenges. • Link: ecosystems, energy and life in an emerging country*
8.	**What is Russia's role in Europe's energy resources?**	• Russia plays a major role in resource (natural gas/oil) markets in Europe. Meaning many countries in Europe rely on Russia for future energy reserves. • Previous reports that the gas could be turned off, has led to fluctuating prices in the past across Europe. • Link: energy and life in an emerging country*
9.	**Why did Russia want control of Crimea?**	• In 2014, Russia took control of Crimea (previously a Russian territory) which was part of Ukraine. • The problems of Russia's geography. • The reasons why Russia wanted control of Crimea. • Link: life in an emerging country*

4. Learn More

Contents

1. Introduction to Oak's key stage 3 geography curriculum

As pupils progress, their growing knowledge about the world should deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The curriculum has been designed based on a thematic approach, where knowledge is acquired, developed over time, and applied via understanding through independent practice. All units include examples of real-life places to secure the concepts, issues and content being delivered throughout. There are also detailed case study experiences at the end of units which allow pupils to apply their knowledge and understanding with place meaning, giving them a place specific view of geography. In-depth place studies conclude a series of units, allowing pupils to apply their geographical knowledge, understanding, and skills to continents or regions of the world including Africa, The Middle East, and Russia. Throughout the units there are opportunities for pupils to make geographical decisions, assess and evaluate different geographical issues and to think like geographers.

2. Coherence and flexibility

This curriculum takes a thematic approach where knowledge, understanding and skills are developed over the course of each unit and applied through the study of place. While schools can teach the units of this curriculum in any order, we have provided a suggested sequence which best supports pupil progression, both in terms of knowledge and geographical skills. Despite this, the units are designed to be transferable and can act as building blocks to create your own curriculum sequence. Both essential and desirable knowledge have been explicitly highlighted throughout to help with your own sequencing decisions. Therefore, within KS3, if you teach Rivers in year 7, 8 or 9, the inherent flexibility within the curriculum allows you to continue to do so.

3. Knowledge organisation

The topics and proposed sequence are organised around thematic units. These provide a narrative to help pupils make sense of major geographical concepts (e.g. place, scale interrelationships etc). Units start by developing the knowledge, understanding and skills that underpin the narrative, exemplifying the geographical story through examples of different places, at different scales. This will encourage pupils to consolidate their understanding, but also help them to contextualise

their education; and develop a broader, global appreciation of places as a result. This curriculum contains a broad and varied selection of places although teachers can provide pupils with alternative examples within their own curriculum offer. For example, you may wish to provide your pupils with opportunities to engage with local place studies.

There are many different approaches to curriculum design within geography, for example: delivering units through either a regional, thematic, issues - or enquiry-based models. This curriculum has been designed to take a thematic approach, where the application of skills through place is a core principle. Within this approach, different regions of the world are explored and all units provide opportunities to engage with geographical issues, at a range of different scales with a focus on the interactions between people and the environment and how places can change over time.

Within certain units we have taken a more place-focused approach. In these units, the narrative engages with more detailed case studies. Here, the level of detail at which the place is examined is far greater and the place(s) chosen will be more prominent and interwoven throughout an entire unit.

4. Knowledge selection

Decisions about knowledge selection have been guided by 1) knowledge that underpins the subject, 2) commonly delivered units within the subject, and 3) the national curriculum at all key stages and DfE guidance.

Content has been selected for this curriculum that involves making connections between the physical and human world through the study of different places and scales. This also involves concepts that induct pupils into the discipline of geography so that they can think and ask questions like a geographer, allowing them to make sense of the real world, and at the same time be able to make links between place, space and scale and how these interrelationships can change over time.

The suggested curriculum sequence builds through the key stages so that as pupils move forward in their education, they are equipped with the prior knowledge that they need to succeed in the next phase.

5. Inclusive and ambitious

Lessons are pitched so that all pupils can get an early sense of success. Units are designed to gradually build upon pupils' prior knowledge, understanding and skills so that they have the foundations to go on to critically assess or evaluate geographical issues at a range of different scales. This will result in all pupils being able to produce substantial pieces of extended writing, as well as being able to reach decisions that consolidate their prior education.

Lesson resources are created in a style that minimises potential barriers to comprehension. Where appropriate, activities are modelled, scaffolding is provided, and model answers are used to ensure a high success rate for pupils.

6. Pupil engagement

This curriculum develops pupils' geographical thinking through the sequence of lessons. To ensure that pupils are in the best position to retain new information, each unit is designed to build towards a named place which helps locate their theoretical understanding in the real world. Lessons contain regular pause points to give pupils time to complete tasks. Activities are designed to be accessible and extended writing activities include model answers where appropriate to support pupils with structuring their own work and provide a scaffold for pupils to be successful in the subject.

The broad selection of figures in lessons provides a range of opportunities to engage all groups of pupils by providing a visual prompt to hang their knowledge and understanding on but also actual examples of the concepts they are exploring.

The inclusion of real-world examples allows pupils to make sense of contemporary geographical issues and develop their own opinions which are based on a balanced understanding of different stakeholders. This encourages pupils to think like geographers and continue with this thinking beyond the curriculum.

7. Motivation through education

Through careful knowledge selection and crafting engaging narratives, teachers reveal the intrinsic value in education about the world around us. Tasks and activities are carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The intention is that pupils feel the need to go beyond the lessons and wish to find out more about the concepts, issues and places studied.

8. A curriculum of quality

The curriculum follows the National Curriculum guidance in terms of scope. A balance has been struck between human and physical geography. Each unit within a Key Stage is a building block of the curriculum and its sequence is therefore flexible by design. Lessons within a unit follow the broad format of 1) exposure to new concepts and ideas 2) consolidation of the concepts and ideas 3) exploring geographical issues related to the theme 4) application of the concepts and ideas (to place).

Geography is a diverse subject that covers a range of issues, concepts, and processes. This curriculum is ambitious because it is designed to ensure that all pupils, regardless of background or ability, will succeed in geography. The curriculum ensures

that pupils acquire new knowledge beyond their everyday experiences, allowing them to make sense of the issues, processes and interrelationships that take place at a local, regional, national, and global scale.

This curriculum is ambitious because it is knowledge-rich, promotes deep thinking and allows pupils to apply their knowledge and understanding and to think critically like geographers. From this base, pupils will be able to challenge and engage with future/alternative geographies beyond the curriculum.

9. Further information on suggested sequence

The curriculum has been designed so that knowledge can be built upon, interleaved, and applied as pupils move through the key stage. For example, in Y7 one of the first units is 'development.' Through understanding this unit, pupils can apply their knowledge and understanding to Y8 units such as population, or tectonics, where pupils look at differences between countries regarding geographical events (please refer to the subject structure overview).

However, the units in KS3 have also been devised so the content can be delivered as discrete 'building blocks.' Therefore, it is possible for departments to use the resources for any given year within KS3 and align them to their curriculum model. For example, it is recommended that the unit on rivers is delivered at the start of Y8, however, if you deliver this unit at the end of Y7 or the end of Y9, you would still be able to make use of the resources. This model allows for flexible use of the Oak National geography resources, meaning schools can use them as and when they feel it is appropriate.

Within the curriculum a range of examples will ensure that pupils have opportunities to pin their knowledge and understanding to a diverse range of places on a global level. As well as this, a much more thorough and meaningful engagement with places comes with the inclusion of the main case studies. Here, pupils get to explore specific places in far greater detail which provides opportunities to develop a deeper understanding and identify synoptic links within the subject.

10. Unit place study and prior knowledge

Unit title	**Place study**	**Prior knowledge** Required* Desirable**
Map skills	N/A	N/A
Geology	Peak District	• Map skills*

Development	• Africa • Democratic Republic of Congo • Nigeria	• Map skill* • Geology**
Weather and climate	• UK • New Orleans, USA	• Map skills* • Geology** • Development**
World of work	Kenya	• Map skills* • Development* • Geology**
The geography of the Middle East	• Qatar • Saudi Arabia • Yemen	• Map skills* • Weather and climate* • World of work* • Geology**
Rivers	• UK, River Tees • UK flood event • Bangladesh	• Map skills* • Geology** • Weather and climate* • Development*
Population	• UK • USA and Mexico	• Map skills* • Geology**

		• World of work* • Rivers*
Coasts	• Holderness Coast	• Map skills* • Geology* • Weather and climate* • Population** • World of work**
Tectonics	• Haiti • Japan	• Map skills* • Geology** • Development* • Population* • World of work**
Issues of urbanisation	Manchester	• Map skills* • Geology** • Development** • World of work** • Rivers** • Coasts**
The geography of Africa	• The Nile Basin	• Map skills*

	• Democratic Republic of Congo • Kenya	• Geology** • Development* • World of Work** • Weather and climate** • Rivers* • Population* • Tectonics* • Issues of urbanisation*
Ecosystems	• S. America, Amazon • N. Africa, Sahara	• Map skills* • Geology** • Development* • Weather and climate* • World of work** • Rivers** • Population** • Issues of urbanisation**
Climate change	• UK • Bangladesh	• Map skills* • Weather and climate* • World of work* • Rivers**

		• Coasts** • Population* • Issues of urbanisation** • Ecosystems*
Life in an emerging country	• China • India, Mumbai	• Map skills* • Geology** • World of work* • Rivers** • Coasts** • Population* • Issues of urbanisation* • Ecosystems** • Climate change**
Glaciation	UK, Lake District	• Map skills* • Geology** • World of work** • Rivers** • Coasts** • Population** • Issues of urbanisation**

		• Ecosystems** • Climate change*
Energy	UK, Lancashire	• Map skills* • Geology** • World of work* • Rivers** • Coasts** • Population** • Issues of urbanisation** • Ecosystems* • Climate change* • Glaciation**
The geography of Russia	N/A	• Map skills* • Geology** • Development** • World of Work** • Weather and climate** • Rivers** • Population* • Issues of urbanisation**

- Ecosystems*
- Energy*
- Climate change*
- Life in an emerging country*