

AGGS Key Stage 3 Curriculum Map

Y7	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
1	Connect Four	<ul style="list-style-type: none"> • Locational knowledge of world at different scales • Knowledge of geographical issues at a variety of scales • Understand the problems caused by use natural resources, and solutions 	<ul style="list-style-type: none"> • Atlas skills and other map interpretation skills 	<ul style="list-style-type: none"> • Appreciation of scale • Changing world • Environmental degradation – including climate change 	<ul style="list-style-type: none"> • Climate change – Science
2	For Richer, For Poorer	<ul style="list-style-type: none"> • Understand development and how it can be measured • Understand global variations in development and quality of life • Understand trade and the inequalities it can create, and how aid and Fairtrade can reduce inequalities 	<ul style="list-style-type: none"> • Numerical data interpretation • Photo analysis • Information technology • Research • Producing graphs • Groupwork • Problem solving 	<ul style="list-style-type: none"> • Unequal world • Economy • Interconnected world • Changing world 	<ul style="list-style-type: none"> • Inequalities – Citizenship • Numeracy – Maths?
3	Shipwrecked	<ul style="list-style-type: none"> • Use of scale, directions, grid references and interpretation of relief on OS maps • Describe landscape features using photos and OS maps • Understand and assess advantages and disadvantages of sites on OS maps 	<ul style="list-style-type: none"> • OS map reading skills • Producing cross-sections • Photo analysis and annotation • Decision making 		<ul style="list-style-type: none"> • Scale, grid ref's - Maths
4	Geography Rocks	<ul style="list-style-type: none"> • Know different rock types and their characteristics • Understand the terms weathering, erosion, transport and deposition and the links between them • Know the characteristics of distinctive UK landscapes 	<ul style="list-style-type: none"> • Photo analysis • Interpreting diagrams 	<ul style="list-style-type: none"> • Powerful Earth • Physical processes 	<ul style="list-style-type: none"> • Rock types - Science
5	Tiger versus Dragon	<ul style="list-style-type: none"> • Locational knowledge of China and India • Knowledge of characteristics and change in China and India, including regional variations in each country • Knowledge of similarities and differences between China, including in terms of development 	<ul style="list-style-type: none"> • Atlas skills • Photo analysis • Numerical data interpretation 	<ul style="list-style-type: none"> • Contrasting world • Changing world 	<ul style="list-style-type: none"> • India – Religious Studies • Maths – numeracy

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Y8	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
1	Snap. Crackle and Pop!	<ul style="list-style-type: none"> • Knowledge of structure of the Earth and understanding of plate boundaries • Knowledge of the distribution of earthquakes and volcanoes and their characteristics • Knowledge of impacts of tectonic hazards and why these impacts differ 	<ul style="list-style-type: none"> • Longitude and latitude • Research • Interpreting diagrams • Data interpretation 	<ul style="list-style-type: none"> • Powerful Earth • Physical processes 	
2	Polar Express	<ul style="list-style-type: none"> • Know the differences between the Arctic and Antarctica • Knowledge and understanding of the human and physical characteristics of Russia • Understand and assess advantages and disadvantages of drilling for oil and gas in the Arctic 	<ul style="list-style-type: none"> • Longitude and latitude • Atlas skills • Photo analysis • Interpreting graphs • Numerical data interpretation • Decision making • Extended writing 	<ul style="list-style-type: none"> • Contrasting world • Changing world • Exploitation versus conservation • Environmental degradation - climate change 	<ul style="list-style-type: none"> • Numeracy – Maths
3	Go With The Flow	<ul style="list-style-type: none"> • Understand the hydrological cycle and drainage basin processes • Understand the causes of flooding and why flood impacts vary • Knowledge and understanding of how rivers change with distance downstream 	<ul style="list-style-type: none"> • Interpreting diagrams • Numerical data interpretation • Interpreting graphs 	<ul style="list-style-type: none"> • Physical processes • Contrasting world 	<ul style="list-style-type: none"> • Numeracy – Maths
4	Picture Postcard	<ul style="list-style-type: none"> • Understanding of coastal processes of erosion and coastal landforms • Understanding of the growth of tourism and its impacts • Knowledge of Llandudno and assessment of options for regeneration 	<ul style="list-style-type: none"> • OS map reading skills • Interpreting graphs • Fieldwork • Field-sketch • Groupwork • Decision making • Presentations 	<ul style="list-style-type: none"> • Physical processes • Economy • Changing world 	

Y9	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
1	One Born Every Minute	<ul style="list-style-type: none"> Know and understand changes in population over time Understand population structure, population pyramids and the impacts of changing population structures Understand the causes and assess the impacts of international migration Understand how and why countries may attempt to manage their populations 	<ul style="list-style-type: none"> Numerical data interpretation Interpreting graphs Extended writing 	<ul style="list-style-type: none"> Population structure and migration Changing world 	<ul style="list-style-type: none"> Numeracy – Maths
2	Frozen	<ul style="list-style-type: none"> Know the forms of ice and difference between glacials and interglacials Understand the glacial system and glacial processes and landforms Know how humans use glacial and post-glacial environments and assess the advantages and disadvantages of tourism in the Alps Understand how climate change is changing global ice and the consequences of these changes 	<ul style="list-style-type: none"> Photo analysis and annotation OS map reading skills Information technology - GIS Extended writing 	<ul style="list-style-type: none"> Powerful Earth Physical processes Changing world Environmental degradation - climate change 	
3	From Cotton to Culture	<ul style="list-style-type: none"> Know the differences between rural and urban areas and the advantages and disadvantages of living in each Know how and why Manchester's population and economy have changed over time Assess the success of regeneration at The Quays 	<ul style="list-style-type: none"> OS map skills Fieldwork Numerical data interpretation Interpreting graphs Extended writing 	<ul style="list-style-type: none"> Changing world Economy 	<ul style="list-style-type: none"> Manc' change – History Numeracy – Maths
4	Into Africa	<ul style="list-style-type: none"> Locational knowledge of Africa Know and understand the climate and ecosystems of Africa Understand why Africa is the poorest continent and how quality of life can be improved Know and understand how Africa is interdependent of other parts of the world Know and understand the likely impacts of climate change on Africa 	<ul style="list-style-type: none"> Atlas skills and other map interpretation skills Interpreting graphs Numerical data interpretation 	<ul style="list-style-type: none"> Unequal world Contrasting world Interconnected world Changing world Economy Environmental degradation - climate change 	<ul style="list-style-type: none"> Inequalities – Citizenship Numeracy – Maths?