



Key Stage: 3

Subject: Geography

Aims of the subject:

Here at Ripley we believe 'Every day is a Geography day!'

From an erupting volcano to our ever expanding population and the ongoing developments in Lancaster’s infrastructure, Geography can be seen all around us. Our aim is to inspire students at Ripley to develop a love of Geography and recognise its importance in our daily lives. The topics covered aim to encourage pupils to not just think globally or nationally but recognise what is important locally as well. Geography has a key role to play in helping pupils to become informed and well-rounded global citizens who are confident to question and have a sense of place in the world in which they live.

Geography is taught by experienced, enthusiastic subject specialists. It allows pupils to describe, understand and comprehend the ever changing world in which we belong. We look at the physical world and how we interact with it through the study of places, patterns and processes.

At KS3, Geography is compulsory for all; it is studied in 3 lesson periods per fortnight. The curriculum builds knowledge and understanding from simple skills and local places in Y7 to complex interrelated global topics and places in Y8. Every pupil is guided through a series of different assessed topics each year to build their skills and knowledge base.

Year	What will I learn?	What will I do?
Year 7	<p>Term 1 Our country, my place - An introductory unit to help students understand how varied and wide reaching the subject of Geography is. Pupils will investigate the subject at a global scale but will also be asked to develop a sense of place within the area they live.</p>	<p>Investigate the three main areas of Geography (Physical, Human & Environmental) and be able to give examples of each. Describe where you live using detailed knowledge of your surroundings including local physical and human geographical features.</p>

	<p>Hazardous Earth - This topic will allow pupils to investigate some of the more dangerous and hazardous features of our planet. It will include the study of volcanoes, earthquakes & tsunamis and the impacts they have on society.</p> <p>Term 2 Our urban world - Investigate where people live and how sites for early settlements were chosen. Investigate how settlements change over time.</p> <p>Coastal landscapes – Pupils will gain an understanding of the many varied coastal landscapes around our country and will then study the impact of coastal erosion.</p> <p>Term 3 Global Issues – In this topic pupils will have the opportunity to investigate some of the big issues affecting our planet such as plastic waste polluting our oceans and the destruction of the rainforest.</p> <p>UK weather - Investigate why the UK has such varied weather and why it is such a favourite topic of conversation for us in the UK.</p>	<p>Investigate the internal structure of the earth and how this links to tectonic hazards such as volcanoes and earthquakes.</p> <p>Find out how the Earth’s population has grown and what this means for the major towns and cities around the world. Investigate what it would be like to live in a squatter settlement.</p> <p>Investigate how natural processes such as erosion create many varied and interesting landforms around our coastline. Decide what should happen to the Holderness Coast (the fastest eroding coastline in Europe) through a decision making exercise.</p> <p>Produce a campaign persuading people to take more care of our planet and reduce the rate at which we are harming some of the most important ecosystems.</p> <p>Produce a weather report of your own and take part in a microclimates fieldwork study within the school grounds.</p>
Year 8	<p>Term 1: Geography from the ground up - This will focus on studying different types of rocks and the impact that weathering and erosion has on our landscape and the landforms they create.</p> <p>Climate crisis - Identify the causes, impacts and solutions to the ongoing issue of climate change and global warming.</p>	<p>You will learn about the rock cycle and how a variety of processes work together to create an interesting and varied landscape within the UK.</p> <p>You will be asked to debate and evaluate the causes of climate change. Is it man made or natural?</p>

	<p>Term 2: Glacial landscapes - This topic will give students an understanding of glaciation and the different geological timescales. The importance of glaciers on the UK landscape will be investigated and the impact they have globally when they melt.</p> <p>Energy Debate - Students will get to grips with this contemporary issue, looking at key questions such as: Is oil really running out? How different would the world be without it? Should we be finding alternatives? They will consider the pros and cons of 'alternative' energy sources and give convincing points of view.</p> <p>Term 3: River landscapes - This topic will include a study of the water cycle, river landforms such as waterfalls and the causes and effects of flooding.</p> <p>The Middle East – Learn more about the fascinating Geography of the Middle East.</p>	<p>You will learn about the impact that ice ages and glaciers have had on our planet. A local example, the Lake District, will be used to develop an understanding of the impacts of glaciers on our landscape.</p> <p>Take part in a debate which will look at the pros and cons of both renewables and non-renewables as a way of powering our country.</p> <p>After studying how rivers work you will then take part in a fieldtrip to the River Wyre in the Trough of Bowland to investigate a local river and experience the learning done in class in a real world setting.</p> <p>You will be given the chance to learn more about the human and physical geography of the Middle East and find out about their customs and culture.</p>
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Co-curricular opportunities – In Year 7 we make use of the school grounds to carry out fieldwork and in Year 8, all students will attend the annual trip to the River Wyre which compliments their unit of work on Rivers & Flooding.

How you can support your child's progress

Visit and recognise as many diverse environments as possible. Encourage an interest in current affairs and get them questioning what they see. Help them to observe changes in a local, national and global context and get them to think of the impact of change. Why is it like this? How is it changing? Who is affected by the changes? Look for trends and patterns which help to simplify our complex world.