

# Coverage of the National Curriculum for Geography at Kingsthorpe College



|                        |     | NC Content  | Taught curriculum  |
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| Locational Knowledge 1 | I.1 | Using maps of the world to focus on Africa and their environmental regions. | <p>In Year 7 through our study of 'Hot Deserts' students will map the biomes of Africa to enable understanding of the different environmental regions and their impacts on the flora, fauna and people of those regions.</p> <p>In Year 9 through our study of 'Development' students will use a variety of maps to focus on a variety of areas across Africa including the Democratic Republic of Congo. Students will gain an understanding as to how different environmental regions can have an impact on development.</p> <p>In Year 9 through our study of 'Conflict' students will map the Horn of Africa to understand how food insecurity can be caused by environmental variation across a region.</p>   |
|                        | I.2 | The key physical and human characteristics of Africa.                       | <p>In Year 7 through our study of 'Hot Deserts' students will have a greater understanding of the key physical and human characteristics of Africa.</p> <p>In Year 9 through our study of 'Development' students will be introduced to Malawi and the Democratic Republic of Congo. Students will be able to map the key physical features of those countries as well as explain the human characteristics and how these have changed over time. Students will also be introduced to the 'Berlin Conference' and the 'Scramble for Africa' to understand how Africa has been divided into its countries based on some of the physical characteristics of the continent.</p> <p>In Year 9 through our study of 'Conflict' students will investigate Sierra Leone and Somalia to help them to understand some of the human characteristics of countries within Africa.</p> |
|                        | I.3 | The countries and major cities of Africa.                                   | <p>In Year 7 through our study of the text 'The Almighty Dollar' students will be introduced to Nigeria and its major cities; they will look for similarities and differences across Nigeria to understand the contrasts that can occur across one country.</p> <p>In Year 9 through our study of 'Development' students will be introduced to Malawi and the Democratic Republic of Congo. They will also be introduced to the 'Scramble for Africa' to increase their understanding of colonisation and the impacts that this is still having today. Students will also</p>  |

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|     |   | <p>explore the 'danger of the single story' to ensure that we are looking at a range of stories across Africa, rather than just the ones the media portrays.</p> <p>In Year 9 through our study of 'Conflict' students will be introduced to Sierra Leone through our investigation into blood diamonds and child soldiers. Students will look at the stories of real people who have lived experience of the horrors of exploitation. Students will then also study food security in Somalia to understand the cause and impact of food insecurity across the Horn of Africa.</p> |
| I.4 | Using maps of the world to focus on Russia and their environmental regions.                           | <p>In Year 7 through our study of the text 'The Almighty Dollar' students will be introduced to Russia and will be able to map the key environmental regions.</p> <p>In Year 8 through our study of 'Climate Change' students will investigate the impacts of climate change on the Arctic Tundra with a particular focus on Siberia and the recent wildfires.</p> <p>In Year 8 through our study of the 'People of the Arctic' students will gain a greater understanding of the tundra and taiga in Russia.</p>  |
| I.5 | The key physical and human characteristics of Russia.   | <p>In Year 8 through our study of the 'People of the Arctic' students will investigate the key physical and human characteristics of the Russian Arctic with in-depth studies into the nomadic communities of Siberia.</p> <p>In Year 9 through our study of 'Development' students will investigate Russian migration as a case study to further enhance their understanding of push and pull factors.</p>  |
| I.6 | The major cities of Russia.   | <p>In Year 7 through the study of the text 'The Almighty Dollar' students will be introduced to Moscow as the capital city of Russia.</p> <p>In Year 8 through our study of the 'People of the Arctic' students will investigate the cities of northern Russia to understand the difficulties that are faced in a harsh climate.</p> <p>In Year 8 through our study of 'Climate Change' students will investigate Siberia and the wildfires, including the impact on the cities within the region.</p>   |
| I.7 | Using maps of the world to focus on Asia – including China and India and their environmental regions. | <p>In Year 7 through the study of the text 'The Almighty Dollar' students will be introduced to China, India and Iraq. Students will map countries across Asia.</p> <p>In Year 7 through our study of 'Hot Deserts' students will map the desert regions of Asia including the Gobi and Thar Desert.</p> <p>In Year 9 through our study of 'Incredible Cities' students will investigate the countries of the Middle East with a particular focus on the United Arab Emirates.</p>   |

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|      |  |  | <p>In Year 9 through our study of 'Conflict' students investigate palm oil in Borneo, Indonesia and Malaysia, further strengthening student understanding of where tropical rainforests are located.</p> |
| I.8  | The key physical and human characteristics of Asia.                                  | <p>In Year 7 through our study of the text 'The Almighty Dollar' students will investigate why China is called 'The workshop of the world'.</p> <p>In Year 7 through our study of 'Vicious Volcanoes' students will be introduced to the Pacific Ring of Fire through a series of mapping tools to help explain why there are volcanic eruptions in countries such as Japan.</p> <p>In Year 8 through our study of 'The Rumbling Planet' students will investigate why there are so many earthquakes across countries in Asia and the impact this has on the human characteristics of countries such as Japan.</p> <p>In Year 9 through our study of 'Conflict' students will be introduced to Kazakhstan and Uzbekistan through our study of the Aral Sea and resource depletion. Students will also investigate palm oil plantations across Asia, including in Borneo and why this had led to a decrease in orangutan numbers across the continent. The South China Sea also features as a case study to widen their geopolitical knowledge.</p> |  |
| I.9  | The countries and major cities of Asia.  | <p>In Year 7 through the study of the text 'The Almighty Dollar' students will be introduced to China, India and Iraq. Students will map countries across Asia.</p> <p>In Year 8 through our study of 'The Rumbling Planet' students will investigate earthquakes in Japan. They will map Japan and its major cities as well as mapping earthquakes using proportional symbols. Students will also investigate the Indian Ocean Tsunami and the impacts this has on coastal communities across Asia.</p> <p>In Year 9 through our study of 'Incredible Cities' students will investigate the countries of the Middle East with a particular focus on the United Arab Emirates.</p>   |  |
| I.10 | Using maps of the world to focus on the Middle East and their environmental regions. | <p>In Year 7 through our study of 'Hot Deserts' students will map the biomes of the Middle East to enable understanding of the different environmental regions and their impacts on the flora, fauna and people of those regions.</p>  |  |

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|                    |      |  | In Year 9 through our study of 'Incredible Cities' students will investigate the countries of the Middle East with a particular focus on the United Arab Emirates.  |
|                    | 1.11 | The key physical and human characteristics of the Middle East  | In Year 9 through our study of 'Incredible Cities' students will investigate the countries of the Middle East with a particular focus on the United Arab Emirates. Students will study the development of the Middle East as well as the population distribution within the region.   |
|                    | 1.12 | The countries and major cities of the Middle East  | <p>In Year 9 through our study of 'Incredible Cities' students will investigate the different countries which make up the Middle East, with a particular focus on Dubai in the United Arab Emirates. Students will also study Masdar to understand how sustainability can be achieved.</p> <p>In Year 9 through our study of 'Conflict' students will investigate the Qatari World Cup and the issues this has caused locally, nationally and globally.</p>   |
| Place Knowledge 2  | 2.1  | Understand geographical similarities, differences, and links between places through the study of a region within Africa. | <p>In Year 7 through our study of 'The Almighty Dollar' students will investigate how life changes across Nigeria using Gapminder's Dollar Street. Through a range of sources students will be able to compare the similarities and differences between different families using real stories and data to inform their understanding.</p> <p>In Year 7 through our study of 'Hot Deserts' students will investigate the Sahara Desert and the nomadic community of the Bedouin to understand how people can survive in an extreme environment. This will give students the opportunity to investigate similarities and differences between life in the UK and in a hot desert environment, as well as compare it to our previous study of Nigeria.</p> <p>In Year 9 through our study of 'Development' students will be study the Democratic Republic of Congo. They will map how the environment changes throughout the country as well as where different resources are found to further their understanding of the similarities and differences which can be found in one country. Students will look at how life is different for numerous groups of people across the Democratic Republic of Congo. Students will then link their understanding to the Berlin Conference for historical context.</p> |
|                    | 2.2  | Understand geographical similarities, differences, and links between places through the study of a region within Asia.   | In Year 9 through our study of 'Incredible Cities' students will investigate the Middle East as a region within Asia. Students will study a range of cities across the United Arab Emirates to discover the similarities and differences between places within the region. They will look closely as to whether Dubai is the city, we imagine it to be from the media of whether there is more to the region than meets the eye.  |
| Physical Geography | 3.1  | Geological timescales and plate tectonics.   | In Year 7 through our study of 'Vicious Volcanoes' students will study geological timescales and plate tectonics through up-to-date tectonic theory. After gaining an understanding of how tectonic plates move students will then study volcanoes and eruptions, including the Fagradalsfjall eruption of 2021.  |

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|     |  |  | In Year 8 through our study of 'The Rumbling Planet' students will strengthen their understanding of plate tectonics in order to explain how earthquakes occur. Students will investigate recent earthquake and tsunami activity as well as how they can protect themselves during an earthquake.  |
| 3.2 | Rocks, weathering, and soils.                      |  | <p>In Year 7 through our study of 'Vicious Volcanoes' students will investigate the rock cycle through our large selection of geology samples.</p> <p>In Year 7 through our study of 'Hot Deserts' students will understand the processes of weathering and erosion through the formation of desert landforms including mesas, buttes and hoodoos. Students will understand how plants grow in the desert through the study of desert soil.</p> <p>In Year 8 through our study of 'People of the Arctic' students will investigate how plants and animals are adapted to living in this harsh environment. Students will be introduced to the concept of permafrost and why plants struggle to grow in the Arctic tundra.</p> <p>In Year 9 through our study of 'Rivers' students will complete on-site fieldwork into infiltration rates to ascertain which areas of our school site are vulnerable to flooding. Students will look at geologic maps of our site (we have Victorian BGS boreholes on site) to help them to consider why some areas are more permeable than others.</p>  |
| 3.3 | Weather and climate.                               |  | <p>In Year 7 through our topic 'Becoming a Geographer' students will study the temperate deciduous biome to understand the weather and climate of the UK and how this impacts the flora and fauna found here. This includes on-site fieldwork to investigate the biodiversity of our school ecosystems.</p> <p>In Year 7 through our study of 'Wicked Weather' students will investigate the plethora of weather phenomena that affects the UK including storms and drought. This unit is topical, and students will study the latest weather events to aid their understanding of their own personal geographies. Students will also complete fieldwork on-site to investigate the micro-climate of Kingsthorpe College. We currently hold the Met-Mark from RMETS for our excellent meteorological teaching.</p> <p>In Year 7 through our study of 'Hot Deserts' students will investigate why deserts are hot and dry to deepen their understanding of high-pressure weather systems and biomes.</p> <p>In Year 8 students will complete a country study of Brazil where they will understand the weather and climate of the Amazon Rainforest so that students can explain the climate of a tropical rainforest biome.</p> |
| 3.4 | Change in climate from the ice age to the present. |  | In Year 8 through our study of 'Climate Change' students will investigate how our climate has changed over time and the evidence that we have for this including ice cores and carbon dating. Students will  |

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| Human<br>Geography |     |                             | understand the causes of climate change – both physical and anthropogenic. Students will study a range of impacts across the globe from Siberia to the Solomon Islands as well as in the UK.   |
|                    | 3.5 | Glaciation                  | In Year 8 through our study of 'Frozen Planet' students will map the glaciated regions of the world before studying how glaciers are formed. Within this topic students study Antarctica and the impact that climate change is having on the Antarctic glaciers. Students will receive a visit from scientists studying glaciation as well as being able to write to polar scientists to investigate their understanding of how glaciers work. Students will also participate in the UKPN Antarctic Flags competition to send a flag to Antarctica.  |
|                    | 3.6 | Hydrology                   | In Year 9 through our study of 'Conflict' students will be introduced to Kazakhstan and Uzbekistan through our study of the Aral Sea and resource depletion. Students will also investigate water conflict in Bolivia, focusing on Cochabamba and the 'Guerra del Agua'.<br><br>In Year 9 through our study of 'Rivers' students will investigate local hydrology to further explain why Northampton floods, again aiding their understanding of their own personal geographies. This unit culminates in students planning their own river management schemes for Northampton based on historical data and current flood prevention schemes. Students will also complete on-site fieldwork into infiltration rates to amplify their understanding of the hydrological cycle.   |
|                    | 3.7 | Coasts                      | In Year 8 through our study of 'Climate Change' students will investigate the impacts of climate change on the coast in the UK, Solomon Islands and Tuvalu. Using the stories of real people on the Solomon Islands students will be able to explain what happened to Kale Island as well as what is causing sea level rise. Students will also look at the impacts of climate change on coral reefs, including coral bleaching and acidification.<br><br>In Year 8 through our study of 'The Rumbling Planet' students will investigate the impact of tsunamis on coastal communities including the Indian Ocean tsunami.<br><br>In Year 9 through our study of 'Conflict' students will investigate the recent sewage crisis along our coastline to explain the impact that water companies are having on the coastline of the UK. Students will also investigate the South China Sea as a case study to gain a greater understanding of the geopolitical issues associated with oceans.<br><br>In Year 9 through our study of 'Oceans Under Threat' students will investigate all aspects of the ocean including the ocean/coastal biome, coral reefs with a focus on the Great Barrier Reef, the Pacific Ocean Garbage Patch and the issue of plastic pollution in our oceans. |
| Human<br>Geography | 4.1 | Population and urbanisation | In Year 8 students complete a study of Brazil. They will use population data to complete choropleth maps of Brazil to understand how population is distributed across the country. Students will be able to explain how migration has shaped Brazil through a study into the historical context of the country   |



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|     |   |  | <p>including the colonisation of Brazil by Portugal. Within this topic students will also discuss life in the favelas using the stories of real residents to help us to avoid building a stereotypical story of life there. Students will finish this topic with an investigation into the sustainability of Curitiba.</p> <p>In Year 9 students will look at two contrasting cities through our study of 'Incredible Cities'. They will compare London and Dubai. Students will investigate urbanisation and regeneration in London, completing a decision-making exercise into how areas of London could be regenerated. Students will also investigate sustainability in both 'Sustainable City', Dubai and Masdar to ascertain whether a fully sustainable city model is viable.</p>   |
| 4.2 | International development   |  | <p>In Year 7 through our study of the text 'The Almighty Dollar' students will investigate globalisation and international development by following the journey of a dollar around the world through countries of different levels of development. Students will be able to compare the different countries we pass through to build up an idea of how countries are connected through their economies.</p> <p>In Year 7 through our study of 'Hot Deserts' students will investigate how fast fashion and the global fashion industry is slowly killing the Atacama Desert.</p> <p>In Year 9, students will begin the year with the chapter 'Development'. Using the text 'Factfulness' by Hans Rosling students will identify their misconceptions about development before embarking on their study of development around the world including the Sustainable Development Goals, migration, how we measure development and whether mobile technology can aid development. Students will complete a country study of the Democratic Republic of Congo to fully investigate how developed the region is. Finally, they will use unseen data to investigate the reasons as to why one country is the least developed in its continent.</p> |
| 4.3 | Economic activity in the primary, secondary, tertiary and quaternary sectors. |  | <p>In Year 7 through the study of the text 'The Almighty Dollar' students will investigate economic activity across all four sectors in order to understand how a dollar is passed around the world. Through each country study they will gain an understanding of economic activity in each country and what sectors are prevalent across those countries.</p> <p>In Year 8 through our Brazil country study students will be introduced to the concept of informal work and the importance of this to the national economy.</p> <p>In Year 9 through our study of 'Incredible Cities' students will investigate economic activity in Dubai to explain why many people are now moving into secondary and tertiary industries.</p>   |
| 4.4 | The use of natural resources.   |  | <p>In Year 7 through our study of the text 'The Almighty Dollar' students will gain an understanding into how natural resources feed into the global economy, including oil and rice.</p>  |

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|                                |     |  | <p>In Year 8 through our study of 'Brazil' students will investigate the colonisation of Brazil by Portugal. They will gain an understanding of what natural resources were exploited in Brazil to provide a historical context of what has shaped the country. Students will also complete a GIS investigation into why deforestation is happening, and which areas of the Amazon Rainforest are most at risk.</p> <p>In Year 8 through our study of 'The Frozen Planet' students will be introduced to the concept of the Global Commons to understand the resources that are available in Antarctica and why we need to protect the last great wilderness.</p> <p>In Year 9 through our study of 'Development' students will investigate how mobile technology can aid development, this will be completed through exploring the natural resources of the Democratic Republic of Congo, including Coltan and Cobalt.</p> <p>In Year 9 through our study of 'Conflict'; students will investigate palm oil as a resource and why we need to work towards using it sustainably instead of deforesting large areas of natural rainforest.</p> <p>In Year 9 through our study of 'Oceans Under Threat' students will be able to explain the impact of oil on our oceans through an investigation into plastic pollution and how we may possibly be able to solve the plastic problem.</p> |
| Physical and Human Geography 5 | 5.1 | How human and physical processes interact to influence and to change landscapes. | <p>In Year 7 through our study of 'Hot Deserts' students will investigate the human and physical processes that impact the landscapes in a variety of desert locations including Monument Valley, Sahara Desert and the Atacama Desert.</p> <p>In Year 7 through our study of 'Vicious Volcanoes' students will investigate the Fagradalsfjall eruption in Iceland and how this has changed the environment, but also how human intervention has kept lava flows away from residential areas.</p> <p>In Year 8 students will complete a GIS investigation during our country study of Brazil. Students will track where deforestation is happening across the Amazon Rainforest and the impact that human processes are having on this landscape, including flooding and biodiversity loss. Using GIS students will be able to see the scarring of the landscape caused by mining of natural resources.</p> <p>In Year 8 through our study of 'The Frozen Planet' students will investigate how Antarctica is changing through both human and physical processes including climate change. Students will gain further understanding as to how we are trying to protect Antarctica and the impact that our everyday activities are having there.</p>  |



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|     |   |  | <p>In Year 8 through our study of 'People of the Arctic Circle' students will complete a study of Svalbard and how the coal mining industry has helped to shape the landscape of the Arctic archipelago.</p> <p>In Year 9 through our study of 'Incredible Cities' students will be able to explain the interactions that have led to cities being built in the extreme environment of the desert and how human processes are continuously altering the Emirate coastline.</p> <p>In Year 9 through our study of 'Conflict' students will complete a decision-making exercise into HS2 and how this trainline will alter the landscape across central England.</p> <p>In Year 9 through our study of 'Rivers' students will be able to explain how we can prevent flooding, but also how we have caused flooding in Northampton. Students will investigate hard and soft engineering as well as the reasons as to why many countries in Europe experienced flash flooding in the summers of 2021 and 2022.</p>   |
| 5.2 | How human and physical processes interact to influence and change environments and the climate. |  | <p>In Year 7 through our study of 'Hot Deserts' students will be able to explain how human and physical processes interact to influence hot desert environments, as well as the impact of climate change on the deserts – particularly on people living in those environments.</p> <p>In Year 8 through our study of 'Climate Change' students will study a variety of environments and the impact that human activity is having on them and their climate. This includes a study of the Solomon Islands and Tuvalu as well as how climate change could impact where we live.</p> <p>In Year 8 through our study of the 'Frozen Planet' students will understand the interaction between human and physical processes and the impact this is having on glaciers across the world, and in particular in Antarctica.</p> <p>In Year 9 through our study of 'Rivers' students will be able to explain how we can prevent flooding, but also how we have caused flooding in Northampton. Students will investigate hard and soft engineering as well as the reasons as to why many countries in Europe experienced flash flooding in the summers of 2021 and 2022 and how this has been exacerbated by climate change.</p> <p>In Year 9 through our study of 'Oceans under threat' students will explore how human and physical processes impact our ocean environments, this includes plastic pollution and climate change.</p> |
| 5.3 | How human activity relies on effective functioning of natural systems                           |  | <p>In Year 7 through our study of 'Hot Deserts' students will investigate how the Bedouin and Navajo can survive in the harsh desert environment through their reliance on natural systems.</p>  |

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|                                     |     |   | <p>In Year 7 through our study of 'Vicious Volcanoes' students will be able to explain why people live near volcanoes and how some farmers rely on volcanic eruptions to help provide nutrients for the soil.</p> <p>In Year 8 through our study of 'Brazil' students will investigate why people rely on the Amazon Rainforest and why it is also at risk from human activity through our reliance on natural resources provided by the ecosystem. Students will also investigate what happens when trees are removed, and how this can lead to flooding.</p> <p>In Year 8 through our study of 'Climate Change' students will be able to explain what is happening to the people of Tuvalu and how natural systems have been interrupted through climate change, this enables a greater understanding of the key terms mitigation and adaptation.</p> <p>In Year 8 through our study of 'People of the Arctic' students will explore how people survive in the harsh environment of the Arctic and how they rely on natural systems to survive, but also how we are putting this at risk through our activities. Students will investigate Siberia and Svalbard to understand how we use natural systems.</p> <p>In Year 9 through the study of 'Rivers' students will investigate why Northampton Floods and how this impacts human activity such as commerce and farming. Students will investigate the hydrological cycle and how we are reliant for this cycle to stay in balance.</p> |
| Geographical Skills and Fieldwork 6 | 6.1 | Build on the knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and the field. | <p>Throughout KS3 students have access to a range of maps. Students build on their locational knowledge through each chapter of our curriculum and are regularly challenged to write detailed locational descriptions using CLOCC. Students keep track of the locations we study in their books by mapping each region onto one map at the back of their books.</p> <p>All seven continents are studied through KS3. We start KS3 ensuring that all students understand how to use a map and an atlas, and it is really important to us that we have recalled their KS2 geographical map skills knowledge before embarking on their KS3 journey.</p>   |
|                                     | 6.2 | Interpret Ordnance Survey maps in the classroom and the field using grid references and scale.                                    | <p>Students regularly use OS maps in their lessons with regular retrieval practice on OS map symbols and how to find four and six-figure grid references.</p> <p>During fieldwork students will also use OS maps to ensure that they remain familiar with how to use a map and how to spot landforms and landmarks.</p> <p>When investigating key features in the UK OS maps are used to encourage students to interpret the human and physical features of those locations. For example, when students complete a decision-making exercise in Year 9 on river flood management, students will use the features and topography they can interpret on the OS map to help to qualify their decisions.</p>  |

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| 6.3 | Use topological and other thematic mapping.   | <p>Throughout KS3 students have access to a range of maps when investigating issues. Students will also create a range of their own maps including choropleth maps of Brazil and the Middle East. From Year 7 students will be introduced to a range of different maps to encourage their curiosity around mapping data and to strengthen their mapping skills.</p> <p>In Year 7 students will be use choropleth maps, proportional symbol maps, heat maps and equal area cartograms. Students will create their own proportional symbol maps when studying volcanoes to help them to understand the density of volcanic eruptions across the Pacific Ring of Fire.</p> <p>In Year 8 students will create their own choropleth maps to represent population distribution across Brazil. Students will also map the impacts of climate change across the planet as well as mapping where glaciers can be found to challenge their understanding of altitude and glacier locations. Through our study of the Arctic students will also use latitude and longitude to track polar bears across the Arctic Circle.</p> <p>In Year 9 students will create their own choropleth maps of the Middle East to display population distribution as well as flow line maps to show migration flows into Russia. Across Year 9 students will be exposed to a range of different maps to further their locational knowledge in preparation for GCSE.</p> |
| 6.4 | Use aerial and satellite photographs.   | <p>Throughout KS3 students will be exposed to aerial and satellite photography in most lessons when looking at locations. We frequently use Google Earth to display imagery so that students can understand how landscapes look at different scales. Students will also understand the advantages and disadvantages of using aerial and satellite photography as a source in Geography.</p>  |
| 6.5 | Use GIS to view, analyse and interpret places and data.   | <p>Students have regular opportunities to practice their use of GIS through ARCGIS and Google Earth. When investigating locations for the first time students will explore that location via Google Earth either as a class or individually.</p> <p>Across each year of KS3 study there are multiple opportunities to investigate locations via ARCGIS including a deforestation activity in Year 8 and river flooding and plastic pollution in Year 9. Students have been introduced to ARCGIS story maps for homework activities and we are investigating further opportunities to encourage our students to use GIS more frequently.</p>  |
| 6.6 | Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data. | <p>Students complete both fieldwork on-site and through an investigation of the local area in Year 8. In Year 7 students will investigate the on-site ecosystems to ascertain whether we go to school on a biodiverse site, they will collect data on the different species they find using a range of fieldwork equipment. In Year 7 students will also complete a micro-climate investigation on the school site using a range of weather equipment from our own supply and also with more sophisticated equipment borrowed from RMETS.</p> <p>In Year 8 students will complete a whole chapter on fieldwork by completing a local area investigation into accessibility and perception. Students will complete a range of data collection methods to understand the perception that people have of Kingsthorpe and whether our local shops are accessible.</p>  |

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|  |     |   | <p>In Year 9 students will complete a sustainability study on site, collecting a range of primary data to help make recommendations on how we can make the school site more sustainable on our journey to becoming an eco-school. Students will also complete an on-site investigation into infiltration to strengthen student understanding into hydrology and geology on the school site.</p> <p>Students also have the opportunity to participate in a range of wider fieldtrips including to the Living Rainforest, Natural History Museum and to the RGS in London.</p>  |
|  | 6.7 | Use multiple sources of increasingly complex information. | <p>Throughout KS3 students will use a range of different sources of information including real-life stories, data, maps, atlases and artefacts. These sources becoming increasingly complex as we progress through KS3, often exhibiting a range of different points of views to encourage students not to follow the single story of a location.</p> <p>For example, in Year 9 through our study of 'Rivers' students will use a range of information to decide how best to protect Northampton from flooding – this includes historical maps, newspapers from the time, GIS data, OS maps, data from the environmental agency and geological maps of Northampton. Students need to be able to sort through this information to find what is useful to them in deciding on how best to improve our current flood defences alongside adding new ones to protect the town in the future.</p> |