

Year 9 Geography - Curriculum Overview and KS3 Progress Descriptors

Aims and Rationale

The aims and rationale of the curriculum in Years 7 - 9 in Geography are:

- To inspire in students a curiosity and fascination about the world and its people.
- To equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- To develop students' understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To use geographical knowledge, understanding and skills as a framework that explains how the Earth's features at different scales are shaped, interconnected and changed over time.

Year 9:

In Year 9 students study tectonic hazards, urban environments with a focus on Rio and our living world (ecosystems, tropical rainforests and hot desert environments).

Curriculum Content

For more information on our curriculum content at KS3, [click here](#)

How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

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<i>Developing</i>	<i>Secure</i>	<i>Advancing</i>	<i>Excelling</i>
<ul style="list-style-type: none"> • I have an emerging knowledge and understanding of geographical issues and relationships between people and the environment. • I have an emerging knowledge and understanding of physical and human geographical processes. • I show emerging skills of evaluation. • I have a basic range of geographical skills. 	<ul style="list-style-type: none"> • I have a clear knowledge and understanding of geographical issues and relationships between people and the environment. • I have a clear knowledge and understanding of physical and human geographical processes, and can recognise the interrelationships between them. • I am beginning to recognise how things change over time. • I can make clear evaluations. • I am competent using a range of geographical skills. 	<ul style="list-style-type: none"> • I have detailed knowledge and understanding of geographical issues and relationships between people and the environment. • I have a detailed knowledge and understanding of physical and human geographical processes, and can confidently recognise the interrelationships between them. • I recognise how things change over time and at different scales. • I can make confident evaluations based on evidence. • I am competent at selecting and using a broader range of geographical skills. 	<ul style="list-style-type: none"> • I have relevant and comprehensive knowledge and understanding of complex and current geographical issues, sometimes going beyond the curriculum. • I have a perceptive understanding of human and physical geographical processes over time and at different scales and recognise the complexities of interrelationships between them. • I consistently demonstrate sophisticated and perceptive evaluations. • I can confidently select, use and evaluate a wide range of geographical skills.