

Key Stage 3 Curriculum Overview 2025-26

		Topic 1 – What is a cathedral city?	Topic 2 – Time to think like a geographer.	Topic 3 – Why are rivers important?	Topic 4 – Why does Kettering need new homes?	Topic 5 –What is an extreme environment?	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	Unit description	Cathedral Cities 3 lessons Students will explore the locational context of the 8 Bishop Stopford form groups that are named after cathedral cities. Atlas work to identify the location of these, and other, cathedral cities. Students will then focus on their own cathedral city to identify its location, history and attractions. LK, PK WG	Map Skills 12 lessons Students will study about and implement the various key geographical skills which are a necessity for this subject. They will learn about latitude and longitude, map symbols, 4 and 6 figure grid references, direction and scale, measuring height, field sketching and how to describe a route. LK, GS AOK, TH, PK	Flooding 10 lessons Students will explore the various factors, both human and physical, that can lead to floods. They will then study the causes, effects and responses to two different floods, one in a HIC (UK) and one in a LIC (Bangladesh). Students will then identify various ways in which floods can be managed. LK, PK, ENV AOK, CI	Settlements 12 lessons Students will learn about the different settlements we have and how they’ve grown. They will explore how land is used and how this land use can change over time. From this they will begin to identify reasons why we need more homes in the UK. The focus will be brought to our local town, Kettering, to explore why 5,500 new homes are being built here and the impacts of this. Students will also begin to explore the nature of sustainable settlements looking at Hockerton Housing Project as an example before designing their own. LK, PK, ENV AOK, CI, WG	Deserts 11 lessons Students to explore the characteristics of an extreme environment; deserts. They will be able to identify the location of deserts around the world and the impacts of climate change on them exploring the process of desertification. They will also explore the many ways in which animals, plants and people have adapted to survive in these extreme environments. LK, PK, ENV WG, CI, CONTESTED & DEBATED	
	Assessment	Theme Park Map WWW/EBI grid Students have to work to create an informative map about a theme park which illustrates geographical skills of symbols, scale, directions etc. Challenge task of timings, justification for inclusion of activities is required for most students. A01/A04 Map skills test FMW Levelled assessment Students have to complete a series of questions which will test their competency at implementing the various map skills from this unit. AO4		Floods test FMW Levelled assessment Students to complete a series of staggered questions on the floods unit. The last question is a 9 mark + 3 SPaG type question to test their writing ability. Which flood caused the greatest impacts to people and the environment, was it the floods in York or the floods in Bangladesh? Explain your answer AO1/A02/A03	Hanwood Park written assessment WWW/EBI grid Students to write a letter to the local MP expressing their view about the Hanwood Park development stating reasons why it should and should not be built using evidence to support their answer. They must also state their personal opinion. AO1/A02/A03	Deserts assessment FMW Levelled assessment Students to complete a 9 mark + 3 SPaG type question to test their extended writing ability. Plants and animals adapt to survive in an extreme environment. Explain this statement? AO1/A02/A03	End of Year test WWW/EBI Peer assessed A knowledge retrieval test based on topics studied this year. AO1

Assessment types

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.
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SUBSTANTIVE

- LK – LOCATIONAL KNOWLEDGE**
- PL - PLACE KNOWLEDGE**
- ENV - ENVIRONMENTAL, PHYSICAL AND HUMAN GEOGRAPHY**
- GS & FW – GEOGRAPHICAL SKILLS & FIELDWORK**

DISCIPLINARY

- AoK – APPLICATION OF KNOWLEDGE**
- PK – PROCEDURAL KNOWLEDGE**
- CI – CONTEMPORARY ISSUES**
- WG – THINKING LIKE A GEOGRAPHER**

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More? (Y7)

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

- Y7 Woburn trip: students explore the different animals that can be found in different ecosystems building on their work on hot desert environments. Going to Woburn gives students the opportunity to explore a new landscape and new animals whilst working within small groups to collect information/facts on foot safari about animals and their adaptations.

Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.

- Students learn about the Bedouin tribe who live in the hot desert. They learn about how this group of people are able to survive in such extreme temperatures and how they’ve adapted their behaviours to be better suited to the environment.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

- Studying floods in Bangladesh helps students to understand the impact of physical geography on more disadvantaged places around the world. It demonstrates the unequal nature of development and how some people are more impacted by natural hazards than others. They also investigate the impact of settlement expansion on the natural environment at a local scale by looking at Hanwood Park in Kettering. It helps them to understand the complexities of meeting the needs of the population and how at the same time it can negatively impact people and the environment.

Key Stage 3 Curriculum Overview 2025-26

		Topic 1 – The Frozen Continent: Antarctica	Topic 2 – What is Development?	Topic 3 – What is a biome?		Topic 4 – What happens where the land meets the sea?	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
8	Unit description	<p><u>A summary on the continent of Antarctica.</u> 12 lessons</p> <p>Students will consider every aspect of Antarctica, ranging from the climate, who owns it, animals that live and hazards faced.</p> <p>LK, PK, ENV, GS WG, AOK, CI, CONTESTED & DEBATED</p>	<p><u>Focus on development using the case study of Ghana and UK</u> 12 lessons</p> <p>Students will focus on how development is measured around the world. They will compare Ghana and the United Kingdom, exploring limitations to Ghana’s development.</p> <p>LK, PK, GS CI, AOK, CONTESTED & DEBATED</p>	<p><u>Exploration of Tropical Rainforests biome.</u> 12 lessons</p> <p>Students will consider all aspects of the tropical rainforest, from the climate, native peoples, structure and how it is used and exploited.</p> <p>LK, PK, ENV WG, AOK, CI</p>		<p><u>Physical Geography topic coasts.</u> 12 lessons</p> <p>A topic focussing on the coasts systems. Erosion, transportation and deposition is covered alongside hard and soft engineering, Different case studies are included throughout.</p> <p>PK, ENV CI, PK</p>	
	Assessment	<p><u>What would I bring to Antarctica? WWW/EBI</u></p> <p>A piece of formally marked homework, whereby students present items they would bring to Antarctica on an A4 document, justifying the reasons why (WWW-EBI marked) AO1/AO3</p> <p><u>Antarctica Assessment FMW – levelled assessment.</u></p> <p>A 45-minute long assessment, with a range of question lengths to tests students’ knowledge recall, explanations and extended writing. AO1/AO2/AO3.</p>	<p><u>Development and Ghana FMW- levelled assessment</u></p> <p>A 25-minute long assessment, with a range of question lengths to tests students’ knowledge recall, explanations and extended writing (20 marks) AO1/AO2/AO3</p>	<p><u>Rainforest in shoebox project – WWW/EBI</u></p> <p>A homework project, whereby students create either a rainforest in a shoebox or a poster. This is teacher marked using the WWW-EBI format, but is also peer assessed. AO1/AO2</p> <p><u>Tropical Rainforest Assessment FMW – Levelled assessment</u></p> <p>A 45-minute long assessment with a range of questions lengths to test students’ knowledge recall, explanation and extended writing. (20 marks) AO1/AO2/AO3</p>		<p><u>End of Year 8 test WWW/EBI</u></p> <p><u>Peer assessed</u></p> <p>A knowledge retrieval test based on topics studied this year AO1/AO2</p>	

Assessment types

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How does our curriculum do >Something More? (Y8)

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

- Students create a Rainforest in a Shoebox homework project, which allows them to be creative and hands on. They apply their learning, but also explore more about the wonder of the Tropical Rainforest.

Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.

- Students learn about a range of different people and environments. This ranges from communities in Ghana, an example of lower income country to the environment of Antarctica which is the only untouched environment. Furthermore, they learn about the Tikuna Tribe, an Amazonian tribe which is untouched by the outside world.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

- In the Development and Ghana topic, students explore what life is like to live in a poorer country but also considered what poverty looks like in the United Kingdom. This develops emotional intelligence but encourages them to be more empathetic and aware of others.

Key Stage 3 Curriculum Overview 2025-26

		Topic 1 – The Geography of Global Fashion	Topic 2 – Topical Geography	Topic 3 – Resource Conflict	Topic 4 – Is our climate changing?		Topic 5 – The risk of Tectonic Hazards
		AUTUMN 1	AUTUMN 2	SPRING 1 & 2	SPRING 2	SUMMER 1	SUMMER 2
9	Unit description	<u>Global Fashion</u> 11 lessons Students will study the Trade roles between countries and the need for Fair Trade in the manufacturing of goods. Sweatshops, exploitation and TNC's are key features in the manufacturing process. PL, ENV, GS PK, WG	<u>Topical Geography</u> 13 lessons Students will examine a series of topical issues ranging from censorship in China, the dark side of tourism in Thailand and illegal migration in the USA. PK, ENV, GS & FIELDWORK CI, SKILLS & TECHNIQUES	<u>Resource Conflict</u> 12 lessons Students explore the issues arising from resource management in Geography, and focus on the utilisation and sustainability of food, energy and water resources. They will examine the availability, wastage and issues of managing of resources at a global, national and local scale. PK, LK, ENV AOK, CI	<u>Climate Change</u> 3 lessons Students explore the natural and human causes of climate change, including the Milankovitch cycles and increased usage of Co2 and methane production in farming. The effects of climate change are assessed by looking at the Maldives. Mitigation strategies are identified and examined to find appropriate solutions. ENV CI, DEBATE & CONTEST		<u>Natural Hazards</u> 8 lessons Students examine the different types of natural hazards and focus on the structure of the earth. Wegner's theory of continental drift and plate tectonics is explored to explain the 4 types of movement at plate margins. The primary and secondary effects of the L'Aquila earthquake are researched in addition to short and long term responses. PK, LK, GS AOK, DEBATE & CONTEST
	Assessment	<u>Global Fashion</u> Cotton farming FMW classwork – WWW/EBI AO2 <u>Global Fashion</u> <u>FMW Levelled Assessment</u> Students be examined on their knowledge of globalisation, using examples and facts to support their responses. AO1 & AO2	<u>Sustainability fieldwork</u> <u>WWW/EBI peer/self-marked</u> A01/AO3	<u>Resource Conflict</u> <u>FMW Levelled Assessment</u> Do you think that the cruise ship terminal and port facility development proposed by the Cayman Island government in 2019 should go ahead? <i>(9 marks & 3 SPaG)</i> <u>FMW Levelled Assessment</u> This question requires students to use their knowledge to make a judgement about the development of a port in the Cayman Islands. AO2, AO3 & AO4	<u>Climate Change</u> <u>FMW Levelled Assessment</u> Students complete a 9 mark exam question on climate change. To what extent is climate change the result of human actions? Use the photographs above and your own understanding. <i>(9 marks & 3 SPaG)</i> AO1 & AO2		<u>End of Year test</u> <u>WWW/EBI</u> <u>Peer assessed</u> A knowledge retrieval test based on topics studied this year AO1 & AO2

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DYNAMIC | SUSTAINABLE | SKILLS

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How does our curriculum do >Something More? (Y9)

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Year 9 students explore the Syrian war and the global refugee crisis in Topical Geography, therefore, by encouraging students to imagine the lives of displaced young people and considering their experiences and how they differ to their own. Through personal narratives and migration case studies, students can reflect on identity, belonging, and resilience. We also discuss how climate change and resource scarcity may affect students' futures and what kind of roles or responsibilities they might choose to embrace. This includes an understanding of how their lives may be impacted by conflict over resources and in the wider context. During our Managing Hazards Day, students experience what it is like to prepare and manage a natural hazard and gain a hands-on understanding of events experienced by others. Students are also given the opportunity to explore piracy in Somalia and gain an understanding of why people may choose piracy as they have no other options to feed their families, hence, gaining empathy and an understanding of how people live in LICs.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe

In Year 9 students examine how *global trade systems*, such as the fashion industry, link us with people in other parts of the world, raising awareness of our interconnected consumer choices. We also explore *sustainability* and shared responsibility for the Earth's resources, developing a sense of being part of a larger planetary community. We also examine the idea of globalisation through the fashion industry and explore the impacts of TNC's on people, the environment and economies. Resource management enables us to see how conflict arises such as in the Aral Sea example and how one countries actions can have a huge detrimental impact on the lives of others around the world.

Using hands-on activities, field trips, and experiments to immerse students in learning and evoke wonder

Year 9's take part in a sustainability fieldwork assessing how sustainable Bishop Stopford is and the impacts this may have. This enables taught lessons on sustainability to come to life and see how we can relate theory to real life examples and what we can do to make Bishop a more sustainable environment. They also take part in Hazard Management Day, where they are told there will be a natural event and they need to prepare and then manage the hazard once it has hit. This also involves competition to create the best earthquake resistant building, providing a sense of wonder and competition. They also take part in the trading Cocoa Game in Resource management topic which highlights the disparity of trade and resources through a simulated game. Students are regularly asked to take part in creative work such as their clothing campaigns to raise awareness of fashion trade inequalities