

## Flooding in the context of the KS3 curriculum

‘The current National Curriculum for England was launched in September 2014. It applies to maintained schools in England only – NOT to academies or free schools. However, the national curriculum is used by the school inspectorate, Ofsted, as a benchmark in terms of curriculum ambition, breadth and depth.’

‘The National Curriculum sets out ‘the core knowledge and understanding that all children should be expected to acquire in the course of their schooling’. However, a core curriculum is not all that students should be taught. A process of interpretation and localisation of the National Curriculum is essential to ensure that students are engaged with innovative and ambitious learning that has relevance to their lives and challenged to think about ‘real world’ issues.’

Source: Geographical Association <https://www.geography.org.uk/the-geography-national-curriculum>

The National Curriculum provides a broad indication of subject content under the sub-heading ‘human and physical content’. Students studying geography at key stage 2 should be able to ‘describe and understand key aspects of physical geography, including ... rivers ... and the water cycle.’ At key stage 3 the physical and human content includes the following statements (statements relevant to river flooding are in bold):

- **Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:**
  - **physical geography relating to:** geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, **hydrology** and coasts
  - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- **Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems.**

Source: <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study#key-stage-3>

Progression from key stage 2 is evidenced by the use of the word ‘process’ in the key stage 3 statement, whereas the phrase ‘describe and understand key aspects’ is used in the key stage 2 statement. Relevant processes might include localised processes of erosion and deposition that occur in the river channel as well as wider-scale processes that occur within the drainage basin such as those that lead to flooding. It should be noted that these processes should be delivered in context ‘through the use of detailed place-based exemplars’. This means that processes should be considered in relevant examples/places, for example, by considering the cause and effects of flooding along the River Severn and in Shrewsbury (or some other relevant place) in particular.

The National Curriculum at key stage 3 also requires students to ‘use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.’ Fieldwork requires the use of primary evidence which may include the use of unprocessed images collected for use on apps such as Google Street View.