

KS3 Long Term Plan 2020-2021

Subject: Geography



Statement of Intent

In geography, our intent is for all students to acquire a sound knowledge base of physical and human geography. We seek to enable students to develop intellectual curiosity and an evaluative understanding of the world via discussion on case studies and topical issues. Students will become global citizens who are inquisitive, informed, and can make sense of a complex and ever-changing world.

Statement of Implementation

The Geography curriculum has been designed around the key concepts of location and place, change, cause and effect, systems and processes and planning and decision making. These concepts are embedded throughout the three-year curriculum. Examples of the local area and opportunities to study fieldwork on school grounds are embedded, where possible, within the curriculum to make learning relevant and to raise awareness of their responsibility and the impact they can have.

Assessments vary in style in order to address pupils' varied learning preferences and to allow for the inclusion of different skills.

Lesson content and structure

We have a clear structure to our lessons, the "do now" upon entry is for memory recall/hooks students, and this brings forward the long term memory from the previous topics/lessons or introduces a concept or recent example. This means the student is then ready to attach the new information in the lesson. The 'do now' is then followed by new information and main activities which are embedded through pictures, repetition and a range of written, verbal and practical tasks. Learning is checked at regular intervals via questioning and mini-plenaries. Students are given sentence starters and advised on structure, but higher attaining students are encouraged to initiate work independently. The lesson will culminate in a plenary activity to recap content from the lesson and often previous lessons to give big picture (context/sequencing of lessons).

Marking & homework

Geography's marking has been greatly reduced through whole-class feedback. This is to reduce teacher workload but still ensure excellent outcomes for students. Blue assessment books with purple pen reflection is evidence of assessment marking and whole-class feedback. At KS3, students sit one assessment per term. Students will receive a personalised WWW (what went well) and EBI (even better if) on each assessment. Students will respond to this teacher input by initiating their own INT (I need to) in their assessment reflection. Homework should be set according to department policy (termly larger projects) and marked accordingly. The HoD will complete a book scrutiny (dives) on three occasions and feedback to all staff members individually and collectively.

Term	Topics Covered	Why now? & Why?	Assessment
Yr. 7 Autumn 1	<p><u>Passport to the World</u></p> <ul style="list-style-type: none"> - Physical and human geography - Continents and oceans - Latitude and longitude - UK physical and human geography - World population - Population distribution - Settlement 	<p><u>Why now?</u></p> <p>Students enter secondary education with a range in previous study. Students need introducing to geography and basic locational knowledge and skills. These are then built on and explored on a local and global scale. The local scale also offers opportunity to explore fieldwork on school grounds, setting this expectation early is important.</p> <p><u>Why?</u></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness of the uniqueness of the world in which they live and how the human and physical world link together.</p>	<p>Homework 1 set.</p> <ul style="list-style-type: none"> - Countries - Questionnaires - Graphical skills Development.
Yr. 7 Autumn 2	<p><u>Passport to the World continued</u></p> <ul style="list-style-type: none"> - Development (HIC vs LIC) - Population pyramids - Population change (China focus) - Living in Hong Kong - Urbanisation issues (Tokyo) <p>Extra: UK storm Desmond.</p>	<p><u>Why now?</u></p> <p>To follow on from the study of development to provide pupils with an understanding of how the world's population has changed over time and the challenges that this can cause for cities in both LICs and HICs. Before progressing, students need to understand the world is not the same for everyone within countries and between countries.</p> <p><u>Why?</u></p> <p>To explore why different countries are at different stages of development as well as addressing any misconceptions. Broaden student knowledge with focus on south and east Asia.</p>	<p>Intro to Geography test. Acts as an extended baseline.</p> <p>Location geography.</p> <p>Key words/definition.</p> <p>Cartographic skills.</p>
Yr. 7 Spring 1	<p><u>Land of fire and earth (tectonics & Asia focus)</u></p> <ul style="list-style-type: none"> - Location - Physical geography - Pangea & tectonic movement - Plate margins - Volcanoes 	<p><u>Why now?</u></p> <p>Progress from simple examples to a case study. Build on previous knowledge of physical geography as well as location.</p> <p><u>Why?</u></p> <p>Demonstrate link between human and physical geography.</p> <p>To allow pupils to develop an understanding of how the physical Earth has changed over time and will continue to change in the future.</p>	<p>Homework 2 – Creative project on tectonics.</p>
Yr. 7 Spring 2	<p><u>Land of fire and earth (tectonics & Asia focus)</u></p> <ul style="list-style-type: none"> - Mount Pinatubo - Super volcanoes - Earthquakes - Indonesian earthquake 	<p><u>Why now?</u></p> <p>Example of Mount Pinatubo offers opportunity to recap volcanoes whilst allowing pupils to access their first attempt at a longer written question.</p> <p><u>Why?</u></p> <p>Introduce current events into curriculum and topical issues, facilitate debate and discussion. Build verbal and evaluation skills.</p>	<p>Assessment 2 – place and tectonics.</p> <p>Continents UK geog Tectonics Mount Pinatubo.</p>
Yr. 7 Summer 1	<p><u>Sunbury skills (maps & local geography)</u></p> <ul style="list-style-type: none"> - Directions - Grid references 	<p><u>Why now?</u></p> <p>Reinforce and build upon understanding from 'passport to the world.</p>	<p>Homework 3 – skills booklet. Reinforce knowledge from the year</p>

	<ul style="list-style-type: none"> - Symbols - Contours - Scale 	<p>Opportunity for fieldwork in school grounds and exploration of local area during summer term.</p> <p>Why?</p> <p>Acquire skills for the further study of human and physical environments. Develop analytical skills and engagement with resources.</p>	<p>and preparation for Year 7 end of year exams.</p>
Yr. 7 Summer 2	<p><u>Sunbury skills (maps & local geography)</u></p> <ul style="list-style-type: none"> - Mapping a route - Historic maps - Photographs - Decision making exercise (Oxford reservoir). 	<p>Why now?</p> <p>Reinforce and build upon understanding from 'passport to the world.'</p> <p>Opportunity for fieldwork in school grounds and exploration of local area during summer term.</p> <p>Why?</p> <p>Put skills into practise. Decision making exercise draws upon understanding of previous studies.</p>	<p>Year 7 exams. - All 3 topics tested.</p>
Yr. 8 Autumn 1	<p><u>Living on the edge (coasts)</u></p> <ul style="list-style-type: none"> - Location, human & physical interaction. - Tides - Waves - Erosion processes - Arch stack stump (landforms) - Transportation & LSD 	<p>Why now?</p> <p>Revisit cause, effect management concept from Year 7 term 2. Opportunity to embed map skills from Year 7 term 3.</p> <p>Why?</p> <p>To allow pupils the opportunity to explore physical systems and processes of how water (coasts) have shaped the landscape of the UK. Again, stress the human and physical geography interaction and link. Plenty of opportunity for topical debate linked to climate change and decision making exercises.</p>	<p>Assessment 1 – coasts.</p> <ul style="list-style-type: none"> - Fluvial processes - Landforms - Sources
Yr. 8 Autumn 2	<p><u>Living on the edge (coasts)</u></p> <ul style="list-style-type: none"> - Depositional features - Management - Tsunamis - Indian Ocean Tsunami example. - Adapting to tsunamis. - Coral reefs. 	<p>Why now?</p> <p>Revisit cause, effect management concept from Year 7 term 2. Opportunity to embed map skills from Year 7 term 3. Add a named example to study.</p> <p>Why?</p> <p>Develop intellectual curiosity with the power and wonder of nature. Install a sense of responsibility and understanding of the impact human interaction can have with the environment.</p>	<p>Homework 1 – coastal revision activities.</p>
Yr. 8 Spring 1	<p><u>Road from Rio 2016 (Brazil NEE)</u></p> <ul style="list-style-type: none"> - Regional geog (physical & human) - Population change - Migration - Favelas - Managing favelas 	<p>Why now?</p> <p>Pupils have an understanding of development and can build on previous knowledge. Many topical issues can be associated with Brazil including, rainforests, favelas, Olympics, tribes.</p> <p>Why?</p> <p>To provide pupils with an understanding of population and urbanisation and the subsequent challenges that this can cause for cities in both LICs/NEEs.</p>	<p>Assessment 1</p> <ul style="list-style-type: none"> - continents - urbanisation - favelas
Yr. 8 Spring 2	<p><u>Road from Rio 2016 (Brazil NEE)</u></p> <ul style="list-style-type: none"> - Climate - Amazon Rainforest (TRF) - Plant & animal adaptations 	<p>Why now?</p> <p>The second half of the topic focuses on Brazil's physical environment and human interaction.</p> <p>Why?</p> <p>To provide pupils with the opportunity to explore the human and physical Geography of Brazil. To again,</p>	<p>Homework 2 – Recap homework.</p> <p>Coral reef or tsunami model/poster.</p>

	<ul style="list-style-type: none"> - Tribes - Causes of deforestation - Sustainable use of TRF. 	demonstrate the responsibility individuals have and raise to awareness of complex issues in an ever changing world.	
Yr. 8 Summer 1	<p><u>Land of air – weather & climate.</u></p> <ul style="list-style-type: none"> - Weather & climate - Recording weather - Microclimate - Weather patterns in the UK 	<p>Why now? Opportunity for fieldwork (recording weather) on the school grounds in the summer term.</p> <p>Why? Make links between spheres of Earth (previous study of lithosphere – tectonics in Y7). Differentiate between weather and climate and discuss and evaluate topical issues such as climate change.</p>	Homework 3 – coastal recap booklet.
Yr. 8 Summer 2	<ul style="list-style-type: none"> - UK extreme weather - Causes of flooding (including why it rains) - Impact of flooding - Management of flooding 	<p><u>Why now?</u> Further opportunity (causes of flooding) for fieldwork in the summer term.</p> <p><u>Why?</u> Local and extreme focus brings relevance to pupils. Local examples are used whenever possible.</p>	End of Year 8 assessments - all topics assessed.

Year 9 Finishing and reviewing KS3 and preparing students for KS4

Term	Topics Covered	Why now? Why?	Assessment
Yr. 9 Autumn 1	<p><u>The Awe of Africa</u></p> <ul style="list-style-type: none"> - Physical & human geography - Desertification - Causes of uneven development - Health (Ebola) - Piracy - Kenya uneven development - Improving Kenya - Goma DME 	<p><u>Why now?</u></p> <p>After the summer break, reinstall curiosity with the wider world. Study of separate continent not covered in Year 7 or 8. Topic lends itself to the study of topical health issues and decision-making exercises.</p> <p><u>Why?</u></p> <p>Develop pupil's awareness with the uniqueness of the world in which they live and how the human and biomes link together. Address misconceptions with development and study the causes and consequences of uneven development.</p>	
Yr. 9 Autumn 2	<p><u>Green planet (Ecosystems)</u></p> <ul style="list-style-type: none"> - Global distribution of biomes. -Rainforests - Hot deserts - Polar environments (Antarctica). 	<p><u>Why now?</u></p> <p>Build on previous knowledge of rainforests (Y8) and desertification (Y9).</p> <p><u>Why?</u></p> <p>To provide pupils with an understanding of the importance of our natural world and the impact that our actions have on its future, making links between our lives and global ecosystems.</p>	
Yr. 9 Spring 1	<p><u>Land of water & ice (rivers & glaciation)</u></p> <ul style="list-style-type: none"> - Water cycle - Drainage basins - River profiles -Landforms - Glaciation 	<p><u>Why now?</u></p> <p>Focus is now brought back down to a relevant local level. Links between land of air and land of fire.</p> <p><u>Why?</u></p> <p>To allow pupils the opportunity to explore physical systems and processes at a local level in a study of how water (river) and ice (glaciers) have shaped the landscape of the UK. This topic also allows for a fieldwork opportunity at regional level.</p>	
Yr. 9 Spring 2	<p><u>Russia & the Middle East</u></p> <ul style="list-style-type: none"> - location & ecosystems - Resources - Russia population & dev. - Urbanisation in Middle East - Superpower 	<p><u>Why now?</u></p> <p>Embed physical understanding of ecosystems and human understanding of development and urban opportunities/challenges. Introduction to resources as a pre-cursor to 'planet of plenty?'</p> <p><u>Why?</u></p> <p>Explore an alternative location and place. Study human processes such as rapid urbanisation. Discuss conflict and evaluate predictions for future geographical superpowers.</p>	
Yr. 9 Summer 1	<p><u>'Planet of plenty? '(resource management)</u></p> <ul style="list-style-type: none"> - Significance of resources to wellbeing. - Global distribution - Food - Water - Energy 	<p><u>Why now?</u></p> <p>Recap of location knowledge. Those opting to leave geography in KS3 can do so with a knowledge of how to individually contribute to society with choice making in everyday life. Topic lends itself to fieldwork opportunities around the school.</p> <p><u>Why?</u></p> <p>To explore how food, water and energy are fundamental to human development and the potential conflicts resulting from these, in order to embed those studied at the start of the year and provide a smooth transition into studies at GCSE.</p>	
Yr. 9	<u>Planet of plenty (food focus)</u>	<u>Why now?</u>	

<p>Summer 2</p>	<ul style="list-style-type: none"> - Food supply - Food insecurity - Increasing food supply - THE IBIS - Sustainably increasing food supply. - Jamalpur, Bangladesh 	<p>To commence GCSE study with a continuation of the themes explored within Year 9 to bridge the gap.</p> <p><u>Why?</u></p> <p>Relevant to students and a favourite choice with exciting case studies. School fieldwork opportunities using the canteen.</p>	
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