

Geography KS3 Programme of Study

YEAR 7

Rationale/intent/big picture

This unit of work is about Liverpool, our local area. We study this because knowing and understanding our local Geography is crucial to understanding many future topics. This unit allows for progression from KS2 and builds upon the skills introduced to a greater depth. This unit also provides cross-curricular links with history, business studies and ICT and is delivered during Black history month to develop understanding of Liverpool's involvement in the slave trade.

Topic 1: My Liverpool Home

I am learning:

- About the amazing city I live in.
- The human and physical features
- How to use a variety of geographical skills.
- My cities history and culture.

By the end of the topic I will:

- be able to clearly DESCRIBE Liverpool's location.
- be able to SUGGEST improvements to the canal.
- be able to EXPLORE changes in the geography of Liverpool
- be able to use a RANGE of geographical skills, including maps, observation and field sketching.

How will the teacher check my learning?

- mini whiteboard quizzes
- written letter to the council.
- group/pupil demo on skills
- homework

TOPIC ASSESSMENT- regeneration of abandoned buildings in Liverpool, linked to canal lesson on improving the local area. Explain, suggest included. Focus on 3 questions that require full sentences and extended writing.

What can be a struggle/misconceptions?

Using a variety of maps and understanding the scale.

6 figure grid references- make a grid on the table, demo before setting the OS map task

Rationale/intent/big picture

This unit of work is about who is rich, who is poor and why. World development is key to understanding the way the world is today. As a nation our own level of development shapes our way of life. An understanding of development helps pupils to understand all other human geography processes and concepts.

Topic 2: World Development

I am learning:

- what development is and what it means to be developed.
- how we can measure development.
- what is inequality? Does the UK have inequality?
- about poverty in India?
- about contrasts between India and Australia.

By the end of the topic I will:

- describe the distribution of rich and poor countries.
- be able EXPLAIN the contrasts between HICs and LICs.
- I can RANK the causes of poverty
- be able to EVALUATE how globalisation has impacted the world.
- I can COMPARE life in India with Australia

How will the teacher check my learning?

- transform the development of the UK, storyboard task
- diamond 9 exercise
- rank and justify task

TOPIC ASSESSMENT- how developed is Bolivia. Students use HDI map, GNI map, photographs and extracts of personal lives to assess how developed Bolivia is. Students to

		<p>use HDI, GNI learnt from the topic and photo analysis.</p> <p>SYNOPTIC PROGRESS CHECK</p>
<p>What can be a struggle/misconceptions? Remembering the 3 measures for the HDI Comparing global map of GNI with HDI Understanding what the GNI is.</p>		
<p>Rationale/intent/big picture This unit of work is about weathering, coasts, rivers and glaciation. We study this because each of these gives students the ability to learn the key physical processes in Geography. Students look entirely at the UK and how all of these physical processes have shaped the landscape in which we live, developing a deep understanding of their environment.</p>		
<p>Topic 3: Dynamic Britain I am learning:</p> <ul style="list-style-type: none"> - How tectonics formed Great Britain - How the physical landscape of Britain has developed. - Weathering and erosion - Rock cycle - How to complete an enquiry and investigate weathering around my school. - How do rivers erode. - About the River Thames - Flooding - About how the coast is used. - 4 ways the coast erodes. - Hard engineering strategies - Sefton coastal flood risk. 	<p>By the end of the topic I will:</p> <ul style="list-style-type: none"> -be able to EXPLAIN the tectonic processes that have formed Britain. -be able to EXPLAIN the processes of erosion which shape Britain's landscape. -be able to DESCRIBE how glaciers, rivers and the sea have and are changing Britain. - be able to complete the 6 steps of enquiry. -be able to describe the course of a river. -be able to use 4 & 6 figure grid references to find features along the river. -I can EXPLAIN the causes and consequences of flooding. -be able to DESCRIBE the 4 erosion processes. -EVALUATE coastal protection strategies. -be able to make decisions and justify my choice. 	<p>How will the teacher check my learning?</p> <ul style="list-style-type: none"> -describing the relief of Great Britain -explaining how different types of rock form. -pass the buck sheet -weathering fieldwork write up. -9 mark flood question -whiteboard quizzes, learning check -explaining questions in exercise book. -group feedback on decision making exercise. <p>TOPIC ASSESSMENT-</p> <ol style="list-style-type: none"> 1. Fieldwork weathering enquiry, after learning about weathering processes. 2. A mixed exam paper with recall, key terms, skills questions and longer answers about the formation of physical landforms.
<p>What can be a struggle/misconception? Plate tectonic theory, use video's The difference between weather and erosion, use kinetic sand and demo what occurs in real life Mapping features along the River Thames this highly skills focused lesson will be challenging. Completing the 6 steps to enquiry</p>		

Conclusion/evaluation- must be scaffold, writing frame provided.

Rationale/intent/big picture

This short unit is about how jobs have changed, what jobs are available in the north-west and Liverpool. What jobs can you do with Geography. How do job opportunities and sectors differ across the UK. We study this because life after school is important, being able from a young age to see what jobs are available but more importantly how jobs are changing as technology changes. Jobs affect everyone.

Topic 4: When I grow up.

I am learning:

- the importance of working
- what types of jobs do people do in the UK and how has this changed.
- jobs in Liverpool and the North West
- how technology has changed the jobs we do
- what type of job will you do?

By the end of the topic I will:

- I will develop a sense of community involvement.
- I will be able to DESCRIBE what tax is and EXPLAIN why it is important for the UK.
- I will KNOW the 4 sectors of employment
- I will be able to EXPLAIN why the types of jobs have changed over the last 200 years.
- I can DESCRIBE the main types of jobs available in the North WEST and EXPLAIN why Liverpool has these types of jobs.
- I can SUGGEST how technology, globalisation and the government have changed the types of jobs we do.
- be able to SUGGEST the type of job I might do.

How will the teacher check my learning?

- whiteboard check on facts in L1.
- person sheet, identify which sector they work.
- explain the cartoon activity.
- question, explain why companies want to move to Liverpool and the Warrington area.
- knowledge quiz.
- presentation on me and my future.

NO TOPIC ASSESSMENT

SYNOPTIC PROGRESS CHECK

What can be a struggle/misconception?

Understanding the term economy

Linking key features on maps e.g. major roads with why companies want to locate in the NW

Understanding the meaning of globalisation

Rationale/intent/big picture

This unit of work is about the physical and human features and processes that have shaped Africa. We look at how the physical and human Geography interact. We study Africa as one of our pre-described comparison areas and to deepen our understanding of physical and human processes. Africa is greatly connected to the UK and offers a wealth of cultural capital for our pupils.

Topic 5: Africa

I am learning:

- To identify the physical and human features of Africa.
- The weather and climate of Africa
- About the desert environment

By the end of the topic I will:

- be able to CREATE and ANALYSE a variety of maps on both human and physical geography of Africa.

How will the teacher check my learning?

- Africa pre knowledge quiz
- legacy of colonial rule question
- post-it's to review
- Recall quiz
- creating and analysing a climate graph

<ul style="list-style-type: none"> - About the Sahel region - How Lagos has developed as the fastest growing city. <p>How developed is Africa</p>	<ul style="list-style-type: none"> -be able to EXPLAIN the desert environment and how animals and plants have adapted to the conditions. -be able to UNDERSTAND life in the Sahel. -be able to EXPLAIN the reasons why Lagos has developed and EVALUATE the issues present in the city. -be able to ASSESS Africa's level of development. 	<ul style="list-style-type: none"> -describe/explain plant & animal adaptation to the desert -multiplier effect of factors leading to desertification -homework <p>TOPIC ASSESSMENT-map skills, locational knowledge, choropleth distribution, development questions. All covered in the topic and world development topic.</p>
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What can be a struggle/misconception?
 Understanding of the works colonialism and imperialism
 Plotting two sets of data onto a graph
 desertification

Rationale/intent/big picture
 This unit of work is about what causes different types of weather, how the weather is measured and UK weather. We study this because weather is a part of our everyday life, understanding how weather forms and where different weather forms helps us to understand the features of our planet such as biomes.

<p>Topic 6: Weather & climate</p> <ul style="list-style-type: none"> -How does heat from the sun create our weather? -high and low pressure -why the UK has changeable weather -depressions -rain and clouds -UK climate - 	<p>By the end of the topic I will:</p> <ul style="list-style-type: none"> -be able to DESCRIBE and EXPLAIN how heat moves around the world to create the weather we have. -KNOW the difference between high and low pressure and be able to describe the weather it brings. -Understand what air masses affect the UK and how these change our weather. -be able to describe the life of a depression. -EXPLAIN the three types of rain. -COMPARE weather data. 	<p>How will the teacher check my learning?</p> <ul style="list-style-type: none"> -weather demonstration -whiteboard quiz -worksheets on low and high pressure -depression storyboard -explaining how different types of rain form. -using data for answers <p>TOPIC ASSESSMENT- all short response recall questions from the topic, included in SYNOPTIC PROGRESS CHECK.</p>
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What can be a struggle/misconception?
 How heat moves around the world- demo using a globe and torch
 Difference between low and high pressure-use photographs
 Depressions- use a simple storyboard

Rationale/intent/big picture

This short unit is about key global issues. We study this because the theme sustainability runs throughout geography. The intent of our curriculum is to make students aware of issues and to give them an understanding as to how they can become responsible adults and play their part living sustainably.

Topic 7: Sustainability

I am learning:

- You are what you eat
- Oceans
- Waste

By the end of the topic I will:

- be able to DESCRIBE and EXPLAIN the impact a growing population has on food production and consumption.
- be able to INVESTIGATE the impact plastic is having on ocean ecosystems.
- be able to QUESTION, what happens to my waste, and what does the future hold for waste.

How will the teacher check my learning?

- group presentations
- personal investigation
- debate and discussions

NO TOPIC ASSESSMENT
END OF YEAR SYNOPTIC ASSESSMENT
BEFORE THIS TOPIC

Year 8

Rationale/intent/big picture

This unit of work allows pupils to studying a wide range of global locals such as Antarctica, Denmark, Great Barrier Reef. We study this topic, to continue to excite and build pupil's curiosity about places and why they are fascinating. Students develop their knowledge but also physical and human processes in each location.

<p>Topic 1: Fantastic Places I am learning:</p> <ul style="list-style-type: none"> - About a selection of global places - How humans interact with the natural and human environment - Positive/negative impacts of tourism - How fascinating places can be protected - Graphical and statistical skills 	<p>By the end of the topic I will:</p> <ul style="list-style-type: none"> -be able to DESCRIBE the geographical location of various places across the world. -be able to demonstrate a wider knowledge of global places. -EXPLAIN how humans can impact both positively and negatively on the natural environment. -SUGGEST how fascinating places can be protected. -be able to EXPLAIN the reasons behind the formation of landforms and landscapes. 	<p>How will the teacher check my learning?</p> <ul style="list-style-type: none"> -using C.L.O.C.C to describe location -using T.E.A to analysis graphs -9 mark question 'to what extent' tourism impacts in Costa Rica <p>TOPIC ASSESSMENT- Pompeii, locating, statistical skills, explaining impacts. All covered for other global locations, practised in the assessment.</p>
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What can be a struggle/misconception?
To what extent question, spend time working through the meaning of the command
Separating impacts into social, economic and environmental, use symbols to support understanding

Rationale/intent/big picture
This unit of work investigates our global population growth, where is growing, what impact will this have. How are people living today in an urban world. We study population because it is one of the most important global issues today, our way of life is affected by global ,national and local population growth.

<p>Topic 2: Population Pressure</p> <ul style="list-style-type: none"> - Global population growth - Global population density - Global population growth rates and the link to fertility and contraception - How do rich and poor countries cope with rising populations - UK's aging population - The impact of a growing population on the planet - Living sustainably, sustainable cities 	<p>By the end of the topic I will:</p> <ul style="list-style-type: none"> -be able to DESCRIBE the global growth of population from 1700s. -DESCRIBE and EXPLAIN the reasons for the global population density. -COMPARE fertility rates in HICs and LICs. -make the link and use visual evidence to SUGGEST how HICs and LICs cope with growing populations. -KNOW the exam techniques for answering data questions using tables and charts. -EVALUATE humans impact on the planet -SUGGEST ways Liverpool could become more sustainable. 	<p>How will the teacher check my learning?</p> <ul style="list-style-type: none"> Key term check Explanation of why places are sparsely or densely populated. Whiteboard knowledge check on differences HIC, LIC. Data analysis UK population. Class discussion 'what if...' <p>TOPIC ASSESSMENT-</p>
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What can be a struggle/misconception?

Using choropleth maps and describing distribution
Link between life expectancy and fertility rates
Meaning of sustainable

Rationale/intent/big picture

This unit of work is about tectonics, the causes, impacts and strategies to manage. We study tectonics because it enables pupils to understand how the planet was born and the physical processes that continue to change the planet. Students study the impacts and how to respond to major events, developing their thinking skills and crisis management.

Topic 3: Risky Places

I am learning:

- What the geological timescale is.
- How the process of plate tectonics works.
- How super volcanoes form and the impact they can have on the Earth.
- How tsunamis are caused and the impacts they can have.

By the end of the topic I will:

- be able DESCRIBE the geological timescale and link global events to time periods in Earth's history.
- be able to EXPLAIN the process of plate tectonics.
- be able to ASSESS the causes and consequences of super volcanoes.
- be able to EVALUATE the impact of a tsunami.

How will the teacher check my learning?

- whiteboard quiz plate tectonics.
- explanation of the processes at plate margins.
- describe global distribution of super volcanoes.
- GCSE style question-living with risk.

TOPIC ASSESSMENT- Tsunami, impacts and response after studying Boxing day tsunami.

What can be a struggle/misconception?

Slab pull, ridge push

Processes at plate margins and how they differ to other plate margins

Understanding what is meant by response to tectonic hazards

Rationale/intent/big picture

This unit of work is about the essential resources for life on earth. We study this because our way of life depends on these resources and they are finite. Our life is focused on the use of these resources and they are significantly important to everyone.

Topic 4: Are we running out?

I am learning:

- About global resource issues such as supply and demand.
- How the UK is adapting to hanging demands for food.
- How the UK is going to supply its people with water.
- How energy demand will change in the future and how do we meet these demands.

By the end of the topic I will:

- be able to ANALYSE global resource availability.
- be able to SUGGEST how Britain is aiming to meet the changing demand for food.
- be able to EVALUATE water transfer schemes.
- be able to SUGGEST how the world and Britain could meet future energy demand.
- be able to ASSESS the advantages/disadvantages of fracking.

How will the teacher check my learning?

- global maps, water, food energy analysis
- diamond 9 exercise
- bug eating debate & linked 6 mark question
- compare water shortage and surplus
- describe the UK's changing energy mix

TOPIC ASSESSMENT- exam style questions, recall, keywords, skills using data and graphs and longer response questions comparing data.

<p>What can be a struggle/misconception? Understanding the different spheres of earth and what each one provides-use images and they sort into which sphere Being able to fully analysis the benefits of something e.g. water transfer scheme, therefore use a structure strip or scaffold the answer</p>		
<p>Rationale/intent/big picture This unit of work is about the physical location, extent and features of Asia. It includes diversity of cultures and the rapid economic grow. We study Asia because it is home to half the world's population. Studying the culture and diversity provides opportunity for pupils to gain a global perspective. Knowledge of the continent alongside other subjects studied can enhance job prospects.</p>		
<p>Topic 5: Asia I am learning:</p> <ul style="list-style-type: none"> - The physical and human geography of Asia. - About the region, SE Asia. - How the biomes in Asia have their own distinctive characteristics, investigating the Indonesian rainforest. - How rapid population issues in both India and China have created issues within these countries. - How rapid development has and is changing China - How foreign investment has changed the face of Asia. 	<p>By the end of the topic I will:</p> <ul style="list-style-type: none"> -be able to map and IDENTIFY the physical and human geography of Asia using a variety of maps at different scales. - be able to DESCRIBE the contrasting biomes of Asia. -be able to EXPLAIN the characteristics of Asian biomes. -be able to ASSESS issues arising from the destruction of the Indonesian rainforest. - be able to investigate the impacts causes by rapid population growth and EVALUATE population policies. -be able to ASSESS the positive and negative aspects of foreign investment from TNCs. 	<p>How will the teacher check my learning?</p> <p>TOPIC ASSESSMENT-</p>
<p>What can be a struggle/misconception? Knowing where Asia begins and ends, spend time looking at maps or set a mapping challenge homework. The level of diversity, good opportunities to reduce misconceptions and prejudice. Rapid change and development in China, use a storyboard or time.</p>		
<p>Rationale/intent/big picture This unit of work is about the physical and human geography of the Middle East. It also looks at resources and conflict. We study this because the region has vast amounts of oil reserves that provide the UK and our way of life. As a region it also has the highest rate of income inequality. The region also enhances students understanding of geopolitics and instability.</p>		
<p>Topic 6: Middle East</p> <ul style="list-style-type: none"> - Where is the Middle East? - Physical features of the Middle East. - Tectonic activity 	<p>By the end of the topic I will:</p>	<p>How will the teacher check my learning?</p>

<ul style="list-style-type: none"> - Climate & biomes - Challenges in the Middle East - Conflict in the Middle East 		
<p>What can be a struggle/misconception? The middle East is just a desert. The middle East is full of conflict, everyone is fighting. Although rich, the region has poverty and some serious resource challenges, especially water stress.</p>		
<p>Rationale/intent/big picture This short unit is about key global issues. We study this because the theme sustainability runs throughout geography. The intent of our curriculum is to make students aware of issues and to give them an understanding as to how they can become responsible adults and play their part living sustainably.</p>		
<p>Topic: global sustainability I am learning:</p> <ul style="list-style-type: none"> - Global fashion industry - Sport - Climate change 	<p>By the end of the topic I will:</p> <ul style="list-style-type: none"> - Be able to INVESTIGATE the impact of throw away fashion on the environment. - Be able to UNDERSTAND the truly global aspect of sport, and the positive and negative aspects sport can lead to for communities. - Be able to EVALUATE the global impacts of climate change. 	<p>How will the teacher check my learning?</p> <ul style="list-style-type: none"> - Decision making activity, pupils will be given a scenario and they must decide the best way forward and why. Justifying their points. <p style="color: purple; text-align: center;">NO TOPIC ASSESSMENT</p>