**Implementation Plan - Geography**

**KS3**

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| **Topic Title – Year 7** | **Links to curriculum**  | **Links to prior learning** | **Geographical skills and concepts** | **Assessment** |
| 1. What is my place in the world? | Introduction to the topic of geography and careers links. Development of locational and place knowledge. Focus on key geographical atlas and OS map skills. | KS2 map skills, locational knowledge, place knowledge, physical and human geography. | -Atlas skills – continents and oceans, latitude, longitude and political maps.-OS map skills – scale, direction and symbols. -Place-Scale – G,N,L | Knowledge Organiser assessmentBaseline assessment. |
| 2. Where are the world’s extreme environments? | Introduction to global biomes, with particular reference to the extreme environments in tropical rainforests of South America, deserts in Africa and tundra in Russia. Focus on climate, adaptations and indigenous peoples | KS2 locational knowledge, climate zones and biomes.Continents (topic 1)Place (topic 1) | -Map skills - distribution-Climate graphsNumeracy – manipulation of data, mean and range -inter-relationship between environment, place and processes-Scale – G,N,L | Map description assessmentKnowledge Organiser assessmentEnd of unit assessment (GCSE paper 1 style questions) |
| 3. Why are some countries more developed than others? | Development topic focusing on comparison through measures, causes and impacts. Focus on LIDC (Africa), EDC (China and India) and AC (Europe/UK)  | KS2 locational knowledge, human geography including economy, trade and resources.Climate (topic 2) development factorsContinents (topic 1) | -Numeracy and statistics-AC/EDC/LIDC-Place-Scale – G,N-Inter-relationship between place, environment and processes | - Knowledge Organiser assessment-Case study question assessment (GCSE)-End of unit assessment |
| 4. Can we live sustainably?  | Environmental geography focusing on the impact of humans on the planet and the question of sustainable living. | Ecosystems e.g.tropical rainforest and coral reefs (topic 2)Development (Topic 3) to sustainability practices | -sustainability-climate change-stakeholder viewpoints-Scale – G,N-Inter-relationship between place and environment | -Presentation assessment (oracy, vocabulary, communication of views)- Knowledge Organiser assessment- End of unit assessment |
| 5. How does environmental quality vary around the school?  | Fieldwork enquiry into the school’s environment. Focus on the school’s inner-city location, space and surrounding and internal environment. | KS2 geographical skills and fieldworkOS map skills (Topic 1)Sustainability (topic 4) | -Burgess model-Hypothesis-Data Collection (primary and secondary)-Graphs (bar and pie)-Sketching-Conclusion-Evaluation-Place-Scale – L-Maps OS | - Knowledge Organiser assessment -Fieldwork enquiry report assessing graph skills, explanation of conclusions and evaluations. |

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| **Topic Title – Year 8** | **Links to curriculum** | **Links to prior learning** | **Geographical skills and concepts** | **Assessment** |
| 6. Why are some earthquakes and volcanoes more deadly than others? | Develop understanding of the Earth’s layers and tectonic plates and boundaries. Case study investigations of Japan earthquake and Iceland volcanic eruption. Comparison of hazards the impact development has on management. | KS2 physical geography including volcanoes and earthquakes.Map skills (topic 1,5).Graph skills (topics 3,4,5).Development levels (topic 3) to management. | -Map skills (distribution)-Map skills – latitude and longitude Map skills (grid referencing)-Case study-Numeracy – manipulation of data, mean and range-Scale – G,N-Inter-relationship between place and environment | -Case study question assessment (GCSE)-Knowledge Organiser assessment-End of unit assessment |
| 7. Are there too many people in the world? | Understanding causes for the world’s changing population, identifying reasons for differences in density and distribution. Comparisons through case studies from China/India, Japan and Qatar. | Biomes (topic 2) to population distribution and density.Development (topic 3) to the impact on population structure.Japan AC country (topic 6). | -Line and bar graphs-Choropleth maps-Dot maps-Population pyramids-Case study-Place-Scale – G,N-Change-Sustainability | - Knowledge Organiser assessment-Explain command word assessment-End of unit assessment |
| 8. Why are the world’s landscape so diverse? | Understanding how geology, climate and the water cycle results in different geomorphic processes and landforms being created around the world. Focus on glacial, coastal and river landforms. Investigating the need for management of rivers and coastal areas. | KS2 physical geography including rivers, mountains and the water cycleClimate (topic 2)Hazard management (topic 6) | -Map distribution-OS map skills contours, scale, grid references-Photo/sketch annotation-Inter-relationships between geology, climate and processes-Case study-Place-Scale – G,L | -Map skills assessment- Knowledge Organiser assessment-Holderness decision maker assessment (Paper 3 GCSE) |
| 9. What are the challenges and opportunities for Africa? | Understanding the human and physical features of Africa. Focus on the continent’s challenges (economy, corruption, colonial legacy, climate) and the continent’s opportunities (resources and trade). | Development (topic 3)Climate (topic 2)Sustainability (topic 4) | -Map skills – choropleth-Numeracy – manipulation of data, mean and range-Case Study-Place-Scale – G,R,N-Inter-relationships between environment and place | - Knowledge Organiser assessment-Country case study assessment-End of unit assessment |
| 10. Globalisation and fashion – Who wins? | Understanding globalisation and the influence of TNCs on global trade. A focus on fashion and manufacturing in Asia.Primary data collection and enquiry into fast fashion and the views and understanding within the local community. | KS2 geographical skills and fieldwork.Development (topic 3)Sustainability (topic 4)Field enquiry (topic 5) | -Atlas map skills-Primary questionnaire data collection- Data presentation – bar and pie graph- Data analysis- Conclusions and Evaluations-Scale – G,N,R,L-Sustainability | - Knowledge Organiser assessment- Information poster presentation assessment  |

**KS4**

**OCRB Enquiring Minds 9-1 Specification**

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| **Topic Title and description – year 9** | **Links to curriculum**  | **Links to prior learning** | **Geographical skills and concepts** | **Assessment** |
| Topic 4: Sustaining Ecosystems4.1. Why are natural ecosystems important? 4.2. Why should tropical rainforests matter to us? Case study – Samasati Nature Retreat, Costa Rica4.3. Is there more to polar environments than ice?Case study - Clyde River Marine Sanctuary, CanadaCase Study – Antarctic Treaty | Our Natural World (01)  | KS3 – Topic 2. Where are the world’s extreme environments? | Map skillsPlaceScale - G, R, N, L Processes - Interdependence and cyclesInter-relationships between environments and placeSustainabilityChange | Knowledge Organiser multi-choice assessmentsCommand word assessments – describe and explainCase study – evaluate and assessGCSE Sustaining ecosystems Our natural world Assessment |
| GCSE SkillsObjective is to ensure all pupils have a strong foundation in mapping, numerical and graphical analysis. | Our natural World (01)People and society (02)Geographical exploration (03) |  | Map skillsGraphs and chartsNumerical and statisticalFormulating enquiry and argument  | Command word assessments – describe, calculate, compare.DME assessment |
| Topic 8 Resource Reliance8.1. Will we run out of natural resources?8.2. Can we feed nine billion people by 2050? Case studies – Local scale, past and present sustainable food programmes in Tanzania | People and society (02) | KS3 - Topic 2. Where are the world’s extreme environments?KS3 – Topic 4. Can we live sustainably?KS3 – Topic 7. Are there too many people in the world?KS3 – Topic 9. What are the challenges and opportunities for Africa? | Map skillsGraphs and chartsScale - G, R, N, L Inter-relationships between environment and placeSustainabilityChange | Knowledge Organiser multi-choice assessmentsCommand word assessments – describe and explainCase study – evaluate and assessGCSE Resource reliance People and Society Assessment |
| Topic 1: Global Hazards1.1. How can weather be hazardous? Case Study – Typhoon Haiyan, PhilippinesCase Study – UK heatwave 20031.2. How do plate tectonics shape our world? Case Study – Nepal earthquake | Our Natural World (01) | KS3 - Topic 2. Where are the world’s extreme environments?KS3 – Topic 6. Why are some earthquakes and volcanoes more deadly than others? | Map skillsGraphs and chartsNumerical and statisticalPlaceScale - G, R, N, L Processes – tectonics Inter-relationships between environment and place | Knowledge Organiser multi-choice assessmentsCommand word assessments – describe and explainCase study – evaluate and to what extent…GCSE Global Hazards, Natural world (01) |
| Revision and Geographical Exploration examGeographical Exam Walking-Talking Mock covering content from year 9 topics. | Our Natural World (01)People and Society (02)Geographical Exploration (03) |  | Map skillsGraphs and chartsNumerical and statisticalFormulating enquiry and argument | Geographical exploration (03) |

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| **Topic Title – Year 10** | **Links to curriculum** | **Links to prior learning** | **Geographical skills and concepts** | **Assessment** |
| Topic 6 Dynamic Development6.1. Why are some countries richer than others? 6.2. Are LIDCs likely to stay poor?Case Study – LIDC Zambia |  | KS3 – Topic 3. Why are some countries more developed than others?KS3 – Topic 9. What are the challenges and opportunities for Africa?KS4 – Resource Reliance | Map skillsGraphs and chartsNumerical and statistical Place Scale G, R, N, L Inter-relationships between placesChange | Knowledge Organiser multi-choice assessmentsCommand word assessments – describe, explain and compareCase study – evaluate and discussGCSE Dynamic Development, People and Society Assessment (02) |
| Topic 2 Changing Climate2.1. What evidence is there to suggest climate change is a natural process?  | Our Natural World (01) | KS3 - Topic 4. Can we live sustainably? | Map skillsGraphs and chartsNumerical and statistical Place Scale G, R, N, LInter-relationships between environments and processesSustainabilityChange | Knowledge Organiser multi-choice assessmentsCommand word assessments – describe, explain, compare, suggest.GCSE Changing Climate, Natural World (01) |
| Topic 3 Distinctive Landscapes3.1. What makes a landscape distinctive? 3.2. What influences the landscapes of the UK? Case study – North Norfolk CoastCase Study – River TeesRiver Glaven physical fieldwork enquiry | Our Natural World (01)Physical Fieldwork (01) | KS3 – Topic 8. Why are the world’s landscape so diverse? | Map skillsGraphs and chartsNumerical and statisticalPlaceScale – R, N, L, FInter-relationships between geology, climate and processesEnvironmentsChange | Knowledge Organiser multi-choice assessmentsCommand word assessments – describe and explainCase study – evaluate and assess…GCSE Distinctive Landscapes, Natural World (01) |
| Revision year 9-10 topics and mock exam (01) and (02) | Our Natural World (01)Physical Fieldwork (01)People and Society (02) | Topic 1: Global HazardsTopic 2 Changing ClimateTopic 3 Distinctive LandscapesTopic 4: Sustaining EcosystemsTopic 6 Dynamic DevelopmentTopic 8 Resource Reliance | Map skillsGraphs and chartsNumerical and statistical | Mock: Our Natural World (01) and People and Society (02) |

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| **Topic Title – Year 11** | **Links to curriculum** | **Links to prior learning** | **Geographical skills and concepts** | **Assessment** |
| Topic 5 Urban Futures5.1. Why do more than half the world’s population live in urban areas? 5.2. What are the challenges and opportunities for cities today?Case studies – AC city Leicester and LIDC city LagosHuman fieldwork – Leicester Quality of Life Enquiry | People and Society (02)Human Fieldwork (02) | KS3 – Topic 5. How does environmental quality vary around the school? KS3 Topic 7. Are there too many people in the world?KS3 Topic 9. What are the challenges and opportunities for Africa?KS4 – Dynamic Development | Map skillsGraphs and chartsNumerical and statisticalPlace Scale G, R, N, L, F Inter-relationships between places and environmentsSustainabilityChange | Knowledge Organiser multi-choice assessmentsCommand word assessments – describe and explainCase study – evaluate and assess…GCSE Urban Futures People and Society (02) |
| Topic 7 UK in the 21st Century7.1. How is the UK changing in the 21st century? 7.2 Is the UK losing its global significance? Case study – Cambridge Economic HubCase study – UK Middle East conflictCase study – UK ethnic influence on food | People and Society (02) | KS3 - Topic 7. Are there too many people in the world?KS3 – Topic 10. Globalisation and fashion – Who wins?KS4 – Distinctive LandscapesKS4 – Urban Futures | Map skillsGraphs and chartsNumerical and statisticalPlaceScale G, R, N, LChange | Knowledge Organiser multi-choice assessmentsCommand word assessments – describe and explainCase study – assess and explainGCSE UK in the 21st Century People and Society (02) |