

This document includes:

- 1) Mapping of the Geography Curriculum at KS1 - what your child should have been taught at Primary School (what they should know before coming to Parklands)
- 2) Guidelines for working in the Geography Department
- 3) Assessment Criteria
- 4) KS3 Scheme (Years 7 & 8) - what your child will be learning about.
- 5) Effective Peer Feedback Sheet. How children can give suitable feedback to each other.

Primary Geog

KS1

Subject specific vocabulary

Geographical skills using first hand observation - local awareness

Name & locate the world's 7 continents and 5 oceans

Geographical similarities and differences - human & physical Geography of a small area of the UK and one in **non-European** country

Identify seasonal & daily weather patterns in the UK

Location of hot and cold areas in relation to the Equator & the north and south poles

Refer to beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Refer to city, town, village, factory, farm, house, office, port, harbour and shop

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Compass directions - N, S, E & W. Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

KS2

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the 8 points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Guidelines for Geography

Presentation	Behaviour & Attitude	Homework	Equipment
Title & date - underlined	Always <u>put your hand up</u> , rather than shouting out. It is fine to discuss things when you are asked to.	Check Google Classroom for work set.	Pen * Pencil * Ruler * * These are a basic requirement for <u>all</u> lessons..
Pencil for drawing & diagrams	Enthusiastic! Enquiring mind!	First late - lunch or break detention	Sharpener Rubber
Blue/black pen for cwk & hwk Purple pen for DIT Red pen for peer assessment	Always <u>try your best</u> rather than giving up with something, even if it is a challenge.	Second late (within a short period of time) - after school detention.	Pencil crayons Gluestick Scissors
<u>Literacy</u> SP =spelling WW = wrong word CL = capital letter P = punctuation	<u>Stay in your seat</u> unless you are allowed to move for activities or equipment.	If you don't have a computer - visit the LRC or local library. Speak to a member of staff before HWK deadline day.	Purple pen (for DIT)



Assessment Criteria in Geography



Criteria for Progress	Geographical Learning, Understanding and Assessment
'P' Exceeding target	<p>Your work is of a high quality and you have exceeded your target in your understanding of the Key Learning Objective.</p> <p>Your progress has been rapid.</p> <p>You have an enquiring mind and can work things out on your own, or within a group.</p> <p>You are resilient and always strive for success.</p> <p>You always respond to DIT fully.</p> <p><i>Even though you continue to maintain these excellent standards always push yourself further. Strive for the highest success possible. Follow your teacher's EBI to improve further.</i></p>
'G' Inline with target at all times	<p>You have fulfilled all criteria in the Key Learning Objective but there may be one or two areas that you can work on in more detail to exceed your target.</p> <p>You have worked well on the task set, have shown a good understanding of the concept learnt and you are making good progress.</p> <p>You respond to DIT to the best of your ability.</p> <p><i>To improve try to ask more challenging questions about your learning and be more autonomous. Follow your teacher's EBI to improve further.</i></p>
'A' Moderately inline with target	<p>Your understanding of the Key Learning Objective is reasonable and you are starting to make progress.</p> <p><i>To become secure in your learning you may need to ask more questions before completing the task set. You need to act upon feedback during DIT. Follow your teacher's EBI to improve further.</i></p>
'R' Under target	<p>You have not made the progress that you were expected to. This may mean that you haven't tried hard enough to ask yourself questions about the Key Learning Objective before completing the task set, or you have just not put any time or effort into your work. <i>You will need to improve the work to the standard expected to meet your target. You need to act upon feedback during DIT. Follow your teacher's EBI guidance.</i></p>

What are you studying in Geography in Year 7?

<p>Unit 1 Introduction to Geography & Different Places (9)</p>	<p>What is Geography? FA 1: What is Geography Poster? GBR , Las Vegas PA1: Las Vegas Postcard Antarctica SA1: Russian Oil Disaster assessment.</p>
<p>Unit 2 Our Changing World & Our Different Hazards (9)</p>	<p>Climate Change in the UK - Ice Age in the UK - Newspaper Article <u>Land of Fire and Ice</u> ICE: Glacial landscapes in the UK FIRE: Volcanoes - What is a volcano? How do they form? World's Deadliest? Making an eruption - mini models/cakes! PA 2: Who had the best model/cake/poster? SA2: Volcano/Ice Age/Glaciation mini test - multiple choice.</p>
<p>Unit 3 Globalisation (5)</p>	<p>Going Bananas - Fair Trade What is fair trade? Selling bananas in Costa Rica. How can the trading of bananas be made more ethical? Sweatshops: Are these Fair? SA3: Independent research on another fair trade product.</p>
<p>Unit 4 My local area - including fieldwork (7)</p>	<p>Chorley as a settlement site FA 3: Which is the best site? Chorley Fieldwork - Is Chorley a cloned town? PA 3: Peer Assessment of Method SA4: Fieldwork write up - mark for whole write up (method PA, rest TA).</p> <p><i>We swapped this unit from the winter term so that the weather would be better to complete the fieldwork. We also have more cover available once Year 11 have left.</i></p>
<p>Extension Unit Far and Away Unit 5 (6)</p>	<p>Japan - Stereotypes of Japan. Saving space & Mapping Japan. Hazards in Japan. Climate in Japan. FA 4: Kit list for holiday to one island</p>

Year 7 Assessment Overview

Unit	Unit 1 Introduction to Geography & Different Places (9)	Unit 2 Our changing World & Our Different Hazards (9)	Unit 3 Globalisation (5)	Unit 4 My local area - including fieldwork (7)	Extension Unit (6) Far and Away Japan May not get onto this Unit depending on lessons missed for Bank Holidays/Respect Days/Insets etc
Formative	FA1: What is Geography? Poster Tree			FA3: Which is the best site? (Chorley as a settlement)	FA4: Kit aid list for a holiday to one island
Peer	PA1: Las Vegas Postcard	PA2: Who had the best volcano model/cake/poster?	Less informal PA - as and when the teacher thinks appropriate. The first 2 PAs should give pupils the necessary skills to PA 'themselves' in future.	PA3: Fieldwork Method	
Summative	SA1: Russian Oil Disaster	SA2: Volcano/Ice Age/Glaciation mini test - multiple choice.	SA3: Sweatshops - Should we allow them to operate? Written answer - reasons for and against and overall conclusion.	SA4: Fieldwork write up - mark for the whole write up including PA of method	

Introduction to Geography & Unit 1 Different Places

Key Learning:

I can show that I understand the differences between H, P & E Geography. **Groupwork.** Classwork followed by **HWK** 'poster tree' of the surrounding area. **FA1: Poster Tree**

P - Great Barrier Reef - Why is this beautiful physical landform so important to us? **Teamwork!** **HWK - find out about another physical landform - Grand Canyon? Pupil Choice**

H - Luxurious Las Vegas - What are the attractions of Las Vegas? Is it a fake city?

4D thrill! **HWK - Las Vegas postcard**

PA1: Peer Assessment of Postcard



E - Antarctica - Why should we protect this amazing environment? How is it being damaged? How can we reduce damage to Antarctica from 10225 miles away? **Groupwork.**
HWK - Antarctica poster or write up - pupil choice



Russian Oil Disaster - **HWK - flipped learning** - read through the information sheets about the Russian Oil Disaster.

SA 1: Russian Oil Disaster Assessment - Issue evaluation

Assessment Tasks:

FA1: Poster Tree **PA1: Peer Assessment of Postcard**
SA1: Russian Oil Disaster - Issue evaluation

Introduction to Geography & Unit 1 Different Places

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Assessment Tasks:

FA1: Poster Tree **PA1: Peer Assessment of Postcard**
SA1: Russian Oil Disaster - Issue evaluation

Unit 2

Our Changing World & Our Different Hazards

Key Learning:

FIRE: Volcanoes: What is a volcano? Draw a labelled diagram/create a **pop up model (CWK & HWK)** with main features. How do they occur at plate boundaries? Annotation of plate boundaries diagrams.

Which was the world's most deadly volcano? Deadliest Volcanoes research then debate lesson.



Making an eruption - mini models!/cakes/poster (This may overlap Christmas (give you a chance to complete models at home)

(Voluntary HWK) Cakes or Volcano Models?

PA2: Who had the best models/poster/cake? Follow up lesson..... Pupils to erupt and eat!

Ice - Climate Change in the UK - Ice Age in the UK.
I know why the UK was covered in ice 11000 years ago and how that affected us.



Ice and Fire

ICE: Glacial landforms in the UK (1 lesson)

SA2: Volcano/Ice Age/Glaciation Test

Assessment Tasks:

PA2: Who had the best models/poster/cake? Follow up lesson..... Pupils to erupt and eat!

SA2: SA2: Volcano/Ice Age/Glaciation Test

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Ice - Climate Change in the UK - Ice Age in the UK.
I know why the UK was covered in ice 11000 years ago and how that affected us. **SA2: Article**



Ice and Fire

ICE: Glacial landforms in the UK (1 lesson)

SA2: Volcano/Ice Age/Glaciation Test

Assessment Tasks:

PA2: Who had the best models? Follow up lesson..... Pupils to erupt and eat!

SA2: Volcano/Ice Age/Glaciation Test

Unit 3 Globalisation (5)	Lesson Structure
<p>Alternatively the short unit of 3 lessons that RN has written....</p> <p>SA3:</p>	<p><u>Going Bananas - Fair Trade</u></p> <p>L21 A day in the life of Del Monte Banana Production Costa Rica https://www.youtube.com/watch?v=1wVsQQ1eWRw - Is this real? 7 mins 5</p> <p>What is fair trade? http://www.fairtrade.org.uk/en/farmers-and-workers/bananas</p> <p>Clip - 5 mins 14 https://www.youtube.com/watch?v=AAnc2zQ8evk&index=1&list=PLyhXkLDRMjDr08QxMVLFxCHBegrqHwX64 - Tipping the Balance</p> <p>Why do bananas grow in Costa Rica (climate)? https://www.youtube.com/watch?v=-CFj6LfAm-E - Tesco Quality? 2 mins 45</p> <p>https://www.youtube.com/watch?v=zcBpWizTKHw&index=7&list=PLyhXkLDRMjDr08QxMVLFxCHBegrqHwX64 - Campaigners Fairtrade Foundation 2 mins 6</p> <p>How are the banana growers affected?</p> <p>L22 Selling bananas in Costa Rica - Video clip. Writing and filming of 1 minute Fairtrade video clip. TV studio</p> <p>Geography & fashion - understanding that fashion is a global business? From design, influence, manufacture and sale. Skills check from gathering of homework information.</p> <p>Going inside the fashion industry. Explore the conditions in sweatshops.</p> <p>Fashion factories undercover - Understand why changes need to be made. Complete a decision making exercise about making changes to sweatshops.</p> <p>L23 SA3: Should sweatshops be allowed? Write up of a decision making task - essay (CWK & HWK)</p>

Unit 3 Globalisation

Key Learning:



Going Bananas - Fair Trade

A day in the life of Del Monte banana production Costa Rica.

What is fair trade? - Tipping the Balance
Why do bananas grow in Costa Rica
(climate)?



Fairtrade research product; leaflet production.

Geography & fashion - understanding that fashion is a global business? From design, influence, manufacture and sale. Skills check from gathering of homework information.

Going inside the fashion industry. Explore the conditions in sweatshops.

Fashion factories uncovered - Understand why changes need to be made. Complete a decision making exercise about making changes to sweatshops.

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Unit 3 Globalisation

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SA3: Should sweatshops be allowed? Write up of a decision making task - essay (CWK & HWK)

<p>Unit 4</p> <p>My local area - including fieldwork</p> <p>(7)</p>	<p>Lesson Structure</p>
<p>FA3</p>	<p>L8 Chorley settlement site lesson. What makes a good settlement location? Group work and completion of table.</p> <p>(HWK). Written summary of classwork.</p> <p>FA3: Which is the best site? Written summary of classwork.</p> <p><u>Chorley Fieldwork - Is Chorley a cloned town?</u></p>
<p>PA3</p>	<p>L9 Preparation - What are chain/independent shops? Looking at the FWK task.</p> <p>L10 FWK trip to Chorley. See regarding PP to accompany staff.</p> <p>L11 Method write up & PA 3 Peer Assessment of Method</p>
<p>SA4</p>	<p>L12 Results collation and bar chart. (HWK)</p> <p>L13 Conclusion and evaluation.</p> <p>SA2: Fieldwork write up</p>

Unit 4

My local area - including fieldwork

Key Learning:

I can investigate the growth of Chorley as a settlement.
Group work - advantages and disadvantages of different sites. Decision making.

Map interpretation.

FA3: Which is the best site? Written summary of classwork.



I can investigate my local town (Chorley) to see if it is a clone town. I will carry out and write up **fieldwork** to identify shops which are independent and those which are chain stores.

PA3: Peer Assessment of Method

SA4: Fieldwork write up



Assessment Tasks:

FA3: Which is the best site? Written summary of classwork.

PA3: Peer Assessment of Method

SA4: Fieldwork write up

Unit 4

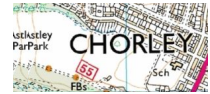
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Assessment Tasks:

FA3: Which is the best site? Written summary of classwork.

PA3: Peer Assessment of Method

SA4: Fieldwork write up

<p>Unit 5</p> <p>Far and Away Japan (6)</p>	<p>Lesson Structure</p>
<p>FA4:</p>	<p><u>Japan</u></p> <p>L30 Stereotypes of Japan. Was I right? (1)</p> <p>L31 Saving space - Why do the Japanese need to save space? (1)</p> <p>Mapping Japan (HWK). Is Japan one island? Find out names and learn the spellings of the 4 islands for HWK - quick test on this the next lesson.</p> <p>L32 & 33 Hazards in Japan (Group work) . Why is Japan so dangerous? (2)</p> <p>L34 Climate in Japan. How do the 4 islands vary? (1)</p> <p>L35 FA4: Kit list for holiday to one island (1) (HWK).</p>

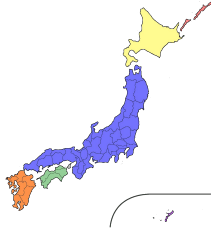
Unit 5 Japan

Key Learning:

Japan

Stereotypes of Japan. Was I right?

Saving space - Why do the Japanese need to save space?



Mapping Japan (HWK). Is Japan one island?

Hazards in Japan (Group work) . Why is Japan so dangerous?

Climate in Japan. How do the 4 islands vary?

FA4: Kit list for holiday to one island (HWK).

Assessment Tasks:

FA4: Kit list for holiday to one island

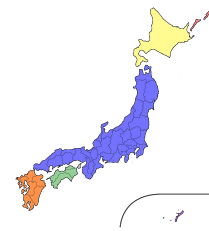
Unit 5 Japan

Key Learning:

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Saving space - Why do the Japanese need to save space?



Mapping Japan (HWK). Is Japan one island?

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FA4: Kit list for holiday to one island (HWK).

Assessment Tasks:

FA4: Kit list for holiday to one island

Year 8

What are you studying in Geography in Year 8?

Unit 1 Different Places (9)	Learning about Kenya. Market stalls display. PA 1: Pupils to assess each other's stalls. FA 1: Teacher to assess the group stalls. SA 1: Assessment - Data response Kikuyu tribe.... learning about other tribes.
Unit 2 Our Changing World & Our Different Hazards (12)	Rainforests - Habitats, features, climate and destruction (5) PA 2: PA of creatures. SA 2: Write up advantages and disadvantages of using the rainforest. Tsunamis - The Boxing Day Tsunami 2004 Tornadoes - Causes and effects - Oklahoma - recent case study. (2) SA3: Tornado Storyboards
Unit 3 Discovering Landforms (7)	National Parks Supervolcanoes Beaches and Party islands. Group work Adventure tourism holiday plan
Unit 4 My local area including fieldwork (6)	Weather Forecasting - Writing and presenting a TV weather forecast - FA3: Verbal FA of presentations. Microclimate Study - Where should the new picnic area be?

Year 8 Assessment Overview

Unit	Unit 1 Different Places	Unit 2 Our changing World & Our Different Hazards	Unit 3 Landforms	Unit 4 My local area - including fieldwork
Formative	FA 1: Assessment of the group stalls - Kenya.			FA 3: Verbal feedback of weather forecast presentations.
Peer	PA 1: Pupils to assess each other's Kenya stalls .	PA 2: PA of rainforest creatures.	SA3: Tornado Storyboards	Use previous SA/FA for trackers.
Summative	SA 1: Assessment - Data response Kikuyu tribe.... learning about other tribes.	SA 2: Write up advantages and disadvantages of using the rainforest.		

Unit 1 Different Places (9)	Lesson Structure
<div data-bbox="112 1105 340 1142"> PA 1 FA 1 </div> <div data-bbox="185 1279 266 1316"> SA 1 </div>	<p>Homework will involve pupils working as a team to produce information for a “Tourist Maasai stall”.</p> <p>They will be expected to contribute a poster/information/item/food on each of the following.</p> <p>L1 Where is Kenya? Mapping. What is the landscape and climate like? Great Rift valley, Mombasa Coastal Zone, Mt. Kenya, Savannah grasslands etc HWK - Make something at home for your market stall in 4 weeks time? Kenyan Food/Dance/Clothes/Housing models etc.....</p> <p>L2 Kenya’s Main features - research</p> <p>How do the Maasai live? Flipped learning - HWK - research 10 attractions of Kenya in preparation for next lesson.</p> <p>L3 Attractions of Kenya to tourists?</p> <p>L4 Preparing for your market stall.....</p> <p>L5 Market stalls display. PA 1: Pupils to assess each other's stalls & FA 1: teacher to assess the group stalls. HWK - Evaluation of your stall</p> <p>L6 SA 1: Assessment - Data response Kikuyu tribe.... learning about other tribes.</p>

Unit 1 Different Places

Key Learning:

Where is Kenya? Mapping. What is the landscape and climate like? Great Rift Valley, Mombasa Coastal Zone, Mt. Kenya, Savannah grasslands etc (HWK) - **Make something at home for your market stall in 4 weeks time? Kenyan Food/Dance/Clothes/Housing models etc.....**

How do the Maasai live?
Flipped learning - (HWK)
- research 10 attractions of Kenya in preparation for next lesson.

Attractions of Kenya to tourists?

Preparing for your market stall.

Market stalls display. **PA 1: Pupils to assess each other's stalls & FA 1: Teacher to assess the group stalls. (HWK) - Evaluation of your stall.**

SA 1: Assessment - Data response Kikuyu tribe - learning about other tribes.



Unit 1 Different Places

Key Learning:

Where is Kenya? Mapping. What is the landscape and climate like? Great Rift Valley, Mombasa Coastal Zone, Mt. Kenya, Savannah grasslands etc (HWK) - **Make something at home for your market stall in 4 weeks time? Kenyan Food/Dance/Clothes/Housing models etc.....**

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Attractions of Kenya to tourists?

Preparing for your market stall.

Market stalls display. **PA 1: Pupils to assess each other's stalls & FA 1: Teacher to assess the group stalls. (HWK) - Evaluation of your stall.**

SA 1: Assessment - Data response Kikuyu tribe - learning about other tribes.



Assessment Tasks:

PA 1: Pupils to assess each other's stalls

FA 1: Teacher to assess the group stalls.

SA 1: Assessment - Data response Kikuyu tribe.... learning about other tribes.

Assessment Tasks:

PA 1: Pupils to assess each other's stalls

FA 1: Teacher to assess the group stalls.

SA 1: Assessment - Data response Kikuyu tribe.... learning about other tribes.

Unit 2

Our Changing World & Our Different Hazards

Key Learning:

Rainforests

Rainforest habitats - strata, climate and adaptations of plants. Climate graph interpretation.



Creature design - **HWK completion of creature design.**

PA 2: PA of creatures.

Using the rainforests - Rainforest destruction - group work & group presentations



Tsunamis

Tsunamis - formation & effects. What was so Impossible?
Causes and effects of tsunamis.

Tornadoes

Tornadoes - Causes and effects - Oklahoma - recent case study. TV clips **SA 3: Tornadoes Storyboard**

Assessment Tasks:

PA 2: PA of creatures.

SA 2: Write up advantages and disadvantages of using the rainforest.

SA 3: Tornadoes Storyboard

Unit 2

Our Changing World & Our Different Hazards

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SA 2: Write up advantages and disadvantages of using the rainforest.

SA 3: Tornadoes Storyboard

Unit 3 Landforms (7)	Lesson Structure
PA 3	<p>L18 What & where are national parks? Tourism & coasteering in a national park - Pembrokeshire National Park? (1)</p> <p>L19 & 20 Benefits and conflicts in NPKs 4D Space - board game design (2)</p> <p>L21 Playing their games (1)</p> <p>L22& 23 Supervolcanoes - formation - Yellowstone. What causes supervolcanoes? Effects of supervolcanoes. (1),</p> <p>L24 & 25 Tourism based on landforms (beaches) & damage to landforms (envt).</p> <p>L26 & 27 Caves, arches, stacks, erosion, deposition and transportation - LSD.</p>

Unit 3

Discovering Landforms

Key Learning:

What & where are national parks? Tourism & coasteering in a national park - Pembrokeshire

Benefits and conflicts in NPKs **4D Space**



Supervolcanoes - formation - Yellowstone. What causes supervolcanoes? Effects of supervolcanoes.

Poster/brochure with causes, attractions and possible worldwide effects of supervolcanoes. **(HWK)**

Tourism based on landforms (beaches) & damage to landforms (envt). Party islands. Group work - research and presentations to each other

Adventure tourism holiday plan.



Unit 3

Discovering Landforms

Key Learning:

What & where are national parks? Tourism & coasteering in a national park - Pembrokeshire

Benefits and conflicts in NPKs **4D Space**



Supervolcanoes - formation - Yellowstone. What causes supervolcanoes? Effects of supervolcanoes.

Poster/brochure with causes, attractions and possible worldwide effects of supervolcanoes. **(HWK)**

Tourism based on landforms (beaches) & damage to landforms (envt). Party islands. Group work - research and presentations to each other

Adventure tourism holiday plan.



<p>Unit 4 My local area including fieldwork (6)</p>	<p>Lesson Structure</p>
<p>FA 3</p>	<p>L28 What is weather/climate? Define, then investigate weather instruments. (1)</p> <p><u>Weather Forecasting</u> Writing and presenting a TV weather forecast L29 & 30 Weather Forecasting (2). What symbols are used? Recap on compass directions, use of Atlas - place names, country names - UK. Who has written the best weather forecast on your table? One pupil per table to present their (or someone else's forecast) using the whiteboard - as if they were a news reporter. Could perhaps use TV studio? FA2: Verbal FA of presentations. How did you match up to the ones presented? Pupil self evaluation.</p> <p><u>Microclimate Study - Where should the new picnic area be?</u> L31 What does microclimate mean? Preparation - design your study (1) L32 FWK - carry out the study (1) L33 Method - write up your method. (1) L34 Results map and wind rose (1) L35 Results/Conclusion & evaluation (1)</p>

Unit 4

My local area - including fieldwork

Key Learning:

What is weather/climate? Definitions and weather instruments.



Weather Forecasting

Writing and presenting a TV weather forecast

FA2: Verbal FA of presentations. How did you match up to the ones presented?. Pupil self evaluation.

Microclimate Study - Where should the new picnic area be? Plan, carry out and write up of FWK study.

Unit 4

My local area - including fieldwork

Key Learning:

What is weather/climate? Definitions and weather instruments.



Weather Forecasting

Writing and presenting a TV weather forecast

FA2: Verbal FA of presentations. How did you match up to the ones presented?. Pupil self evaluation.

Microclimate Study - Where should the new picnic area be? Plan, carry out and write up of FWK study.

Assessment Tasks:

FA2: Verbal FA of presentations. How did you match up to the ones presented?. Pupil self evaluation.



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GIVING EFFECTIVE FEEDBACK

KIND

Be kind to the person, not to the work

This piece of work does not fully meet the criteria set.

You have tried hard and completed most of the criteria well, though you could perhaps have

SPECIFIC

Explain **exactly** what is effective / not effective

*Your article has included a really **good description of what caused the hazard**, however you could have explained how the plates moved.*

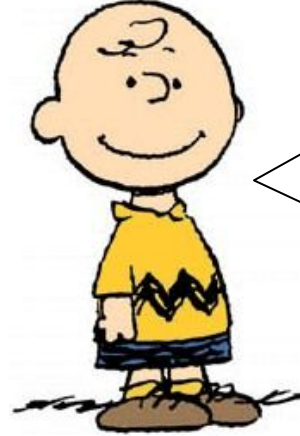
HELPFUL

Give some practical advice for how the work can be improved

*Your article **would be much better if you had given some specific effects of the hazard, e.g. how many people died, the number of people injured.....***

GIVING POSITIVE FEEDBACK

I really like...	I like the way that you have...	... was really effective
My favourite part of your work was...	The most effective part of your work was...	Your use of... was really effective
You have used... consistently and effectively	... worked really well because...	The ... in this work are really effective...



Remember to always refer to the marking criteria or rubric when you are giving feedback!

However
Although
Nevertheless
In particular
Especially
Apart from
Specifically
Furthermore
Also



SUGGESTING IMPROVEMENTS

Maybe next time you could try...	To improve this work you should...	Next time, think about...
You need to...	...would improve this work.	This work does not contain...
...would make this work more effective.	Try using more...	I would like to see you...