

	Work, rest and play in the UK	Challenges and opportunities in the UK	Our Physical world	Our living world
Key concepts	<ul style="list-style-type: none"> The UK has four employment sectors: primary, secondary, tertiary and quaternary. The number of people employed in these job sectors has changed over time. There have been changes in the way the population communicates and travels around the UK. The planned HS2 rail development has advantages and disadvantages. People in the UK now have more leisure time. People in the UK watch sport or participate in sporting activities. Football is a good example of the process of globalisation. 	<ul style="list-style-type: none"> Some people live in poverty in the UK. There are many things being done in the UK to reduce homelessness and help those in poverty. The UK's water supply is not always sufficient to meet the demand. New reservoirs can be built to ensure water security, but this can be controversial. The UK has 'reduce, reuse and recycle' strategies to manage household waste. Air pollution has serious environmental, economic and social impacts in the UK. The UK is trying to reduce car use by promoting cycling and public transport. The UK's energy production has changed over time. The UK must find ways to use more renewable energy sources. GIS is an important mapping tool for geographers. 	<ul style="list-style-type: none"> Latitude and longitude are used to locate aspects of global physical geography, such as mountains, rivers, seas and oceans. Underwater landforms such as the Mid-Atlantic Ridge and the Mariana Trench support the theory of plate tectonics. The cause and location of earthquakes is largely determined by plate mechanisms. Earthquakes can trigger devastating tsunamis. Most volcanoes are located at plate margins. There are a variety of hazards associated with volcanic eruptions, such as the eruption of Kilauea, Hawaii in 2018. Across the world, people experience extreme weather events. The pattern of global climate reflects latitude, the distribution of land and sea and ocean currents. The Asian monsoon is a significant annual weather event that affects the lives of millions of people. Hurricanes can be accurately tracked and forecasts made to help prepare people. 	<ul style="list-style-type: none"> Bamboo is one of the world's most versatile and sustainable plants. Breakfast cereals provide staple food crops for people all over the world. Their journey 'from field to plate' (measured in food miles) generates employment and income for millions of people. Ecosystems involve complex interrelationships between living organisms and the natural environment. Global ecosystems (biomes) reflect climate zones. The Mediterranean biome extends around the Mediterranean Sea and occurs in isolated pockets elsewhere in the world. Plants and animals have developed special adaptations to cope with the hot dry summers. Coral reefs are an important but fragile ecosystem. They bring many benefits yet are under serious threat from human activity and climate change. Russia comprises a range of biomes, from tundra in the far north to semi-desert in the far south. Satellite images can show the characteristics of these biomes.
Themes	5.1 The world of work 5.2 Changing employment 5.3 Communications and transport 5.4 How do we spend our free time? 5.5 The geography of sport 5.6 Skills Focus: Decision-making exercises	6.1 Poverty in the UK 6.2 Water supplies 6.3 Waste management 6.4 Air pollution 6.5 Energy 6.6 Skills Focus: GIS	7.1 A world of extremes 7.2 Our underwater world 7.3 Earthquakes 7.4 Volcanoes 7.5 Global weather and climate 7.6 Skills Focus: Comparing maps	8.1 The story of bamboo 8.2 Where does my breakfast come from? 8.3 Ecosystems – who is eating who? 8.4 The Mediterranean biome 8.5 Coral reefs – rainforests of the seas 8.6 Skills Focus: Maps and satellite photos – Russia's biomes
Challenge	Planned expectation; task; choice of activity; questioning; outcome; extension; group	Planned expectation; task; choice of activity; questioning; outcome; extension; group	Planned expectation; task; choice of activity; questioning; outcome; extension; group	Planned expectation; task; choice of activity; questioning; outcome; extension; group
Support	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension;	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension;	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension;	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension;

	group; AFL; Planned expectation; choice of activity	group; AFL; Planned expectation; choice of activity	group; AFL; Planned expectation; choice of activity	group; AFL; Planned expectation; choice of activity
Literacy focus	write descriptively; draw conclusions; identify questions; describe landscapes and land use from photos; draw conclusions	write descriptively; draw conclusions	describe landscapes from photos; write descriptively; label sketches	label and annotate maps; describe landscapes from photos
Numeracy focus	complete and annotate divided bar charts; understand and use numerical data including percentage change; complete bar charts; use, interpret and complete pie charts; use GIS	use, interpret and complete line graphs; use and understand numerical data including percentage increase and trends; complete pie charts; use, interpret and compare choropleth maps; use and interpret bar charts and line graphs; collect and interpret fieldwork data; use GIS	complete map cross-sections; use and interpret choropleth maps; understand and use numerical data; complete climate graphs; identify trends using numerical data	understand and use numerical data including percentage; complete pie charts; complete bar charts, divided bar charts and flow diagrams; use and interpret climate graphs; use GIS
Cross-curricular links	Citizenship, English, Maths, PSHE	Citizenship, English, Maths, Science, PSHE	English, Maths, Science	Citizenship, English, Maths, Science
SMSC & MBV	Cultural: Exploring, understanding and respecting diversity. Cultural: Participating and responding to cultural activities. Cultural: Understanding and appreciating personal influences. Moral: Developing and expressing personal views or values. Social: Developing personal qualities and using social skills. Social: Participating, cooperating and resolving conflicts. Social: Understanding how communities and societies function. Spiritual: Developing personal values and beliefs. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Using imagination and creativity in learning.	Cultural: Exploring, understanding and respecting diversity. Moral: Developing and expressing personal views or values. Moral: investigating moral and ethical issues. Moral: Recognising right and wrong and applying it. Moral: Understanding the consequences of actions. Social: Developing personal qualities and using social skills. Social: Participating, cooperating and resolving conflicts. Social: Understanding how communities and societies function. Spiritual: Developing personal values and beliefs. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Exploring the values and beliefs of others. Spiritual: Understanding human feelings and emotions. Spiritual: Using imagination and creativity in learning.	Moral: Developing and expressing personal views or values. Moral: investigating moral and ethical issues. Moral: Understanding the consequences of actions. Social: Developing personal qualities and using social skills. Social: Participating, cooperating and resolving conflicts. Social: Understanding how communities and societies function. Spiritual: Developing personal values and beliefs. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Understanding human feelings and emotions. Spiritual: Using imagination and creativity in learning.	Moral: Developing and expressing personal views or values. Moral: investigating moral and ethical issues. Moral: Understanding the consequences of actions. Social: Developing personal qualities and using social skills. Social: Participating, cooperating and resolving conflicts. Social: Understanding how communities and societies function. Spiritual: Developing personal values and beliefs. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Exploring the values and beliefs of others. Spiritual: Understanding human feelings and emotions. Spiritual: Using imagination and creativity in learning.
ASSESSMENTS	Formative 'checkpoint' and keyword quizzes. End of unit summative assessment.	Formative 'checkpoint' and keyword quizzes. End of unit summative assessment.	Formative 'checkpoint' and keyword quizzes. End of unit summative assessment.	Formative 'checkpoint' and keyword quizzes. End of unit summative assessment.
Out of school learning	N/A	Fieldwork	N/A	N/A

LINK TO RESOURCES: [..\..\Lesson resources\KS3 Geography\8](#)