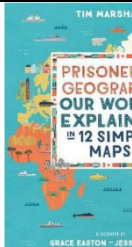



ar 7 – Curriculum Intent:

on from work completed at Primary school on locational knowledge. This is with the aim of ensuring that all students have go
ountries and places. Students will learn and practice map skills by looking at different countries. This programme of study will
eople and places using a wide range of geographic knowledge and skills.

	Unit Intent (i.e. how does support learning in the next unit/future units/exam prep, etc)	Content Coverage	Method/s of Assessment (At least one method of assessment to be listed per term)	Read
<u>find</u>	This unit will develop students locational place knowledge at a range of scales. Global, national and local. Students study a range of map skills. This prepares students for future units when looking at place specific case studies. This unit prepares students for GCSE especially Map skills for all 3 papers.	<ul style="list-style-type: none"> What is a Geographer Human and physical geography OS map skills Geography of the UK/ Europe / World Environmental Quality Fieldwork 	<p>Lesson 4 - Marked Work – Students write an accurate description to compare different places within Rio</p> <p>Lesson 13 - Marked Work – Sketch Map and description of route</p> <p>Lesson 17 - Students answer questions on their locational knowledge of the continents and countries. Then practice of map skills using a map of Helvyllyn in the Lake District. Marked Work</p> <p>Lesson 21 - Marked Work: Students analyse their results and evaluate the effectiveness of their investigation. Making suggestions for improvements in the future</p>	 <p>Prisoners of Geography for Kids – T Going Solo The Butter Michael M The Miracu of Edward Kate Dicam Time Trave Hamster –</p>
<u>ing</u>	This unit will develop students knowledge of how our landscapes are shaped by river, coastal and glacial processes. Feeds forward to – Year 7 unit: Emerging Economies (Flooding in India) Year 8 units: Weather and climate (cold environments) Year 9 units: Human Landscapes (Cities built near rivers) Year 9 unit: South America (Coastal regions and Amazon river)	<ul style="list-style-type: none"> Weathering and erosion Rivers : physical processes and landforms, case study – River Severn Coasts: physical processes and landforms, case study - Maldives Glaciers – physical processes and landforms, case study - Norway 	<p>Lesson 2 - Marked Work – Question 6, Look at the photos G-J. In your own words, explain how the Lake District's landscape has influenced how it is used today</p> <p>Lesson 4 - Marked work: In no more than 100 words, explain how a limestone pavement is formed.</p> <p>Lesson 7 - Marked work – Do you think this photo was taken at high or low tide? Justify your answer.</p>	 <p>Journey to the River Sea - Eva Kensuke's Michael M My Family Animals - C Durrell</p>

	Year 9 unit: South America (comparison of the Dharavi Slum with Rio's Favelas)			
--	--	--	--	--