

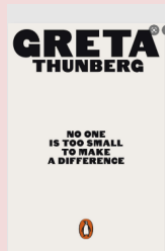


The English Martyrs Catholic School and Sixth Form College

<u>Geography Year 7</u>	<u>Module 1 Tourism Theme (Human)</u>	<u>Module 2 Coasts (Physical)</u>	<u>Module 3 The Development gap (Human)</u> 3b local area investigation
<u>Topic Theme and Intent</u>	Tourism is a topic that introduces geography students to the key concepts embedded throughout the KS3 – Social, Economic, and environmental analysis of people, processes and places. Global geography is used to extend and enhance students' understanding of the World.	As a coastal town, the coasts topic needs to be studied within key stage 3 Geography for knowledge of their local environment. Students should know why Hartlepool has a uniquely shaped coast, why it possesses coastal defenses, and how the coast may change in the future. This knowledge and understanding can then be transferred over to wider themes at KS3	Students may be unfamiliar with the relative privileges they have within their lives. Comparison to other locations will help them to put context to their own level of development and the key global and local issue of inequality. The topic may help them to understand the economic structure of society in terms of taxes, employment, trade etc, something that they may be unfamiliar with. Students are introduced to the practice of investigating key human processes in the field
<u>Knowledge</u>	<ul style="list-style-type: none"> • Locational knowledge - spatial awareness of the world's countries. • Knowledge of how human and physical processes interact to influence and change landscapes, environments, and the climate • How human activity relies on the effective functioning of natural systems • Sustainability/climate change and its impact • Dark tourism/extreme tourism 	<ul style="list-style-type: none"> • Importance of coastline • How to read 4.6 figure grid reference, distance and elevation • Waves and their effect on coast • Key physical processes operating along a stretch of coastline: weathering, erosion, deposition, longshore drift • Erosional and depositional landforms • Coastal management and an example of Hornsea 	<ul style="list-style-type: none"> • The development gap and how it is measured • The links between development indicators • Informal settlements and characteristics • Strategies to reduce the gap/Fair trade • Physical factors and impact on development • Climate change and links to poverty • Tourism and links to poverty • How is an investigation carried out?
<u>Skills</u>	Build on their knowledge of globes, maps, and atlases. Interpret a range of sources of geographical information, including maps, diagrams and photograph annotation	Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.	Build on and develop geographical skills Field work skills – create hypothesis, data collection, interpretation, analysis, evaluation
<u>Literacy Links</u>	Reading -Interpret a range of texts Read extended writing on specific examples/ case studies, Comprehension H,W Writing – write like a geographer – skills of 'B.L.T' Oracy – Form opinions on certain concepts. High expectations in verbal answers and questions.	Reading - Reading to categorize and research of current events Writing – extend BLT statements and sequenced order of events Oracy - Significant decision making exercise that focuses on a range of oracy skills including presenting in public, speaking coherently, utilising key words, asking and answering questions to peers	Reading skills - Interpret a range of extended texts. Writing skills: Continuation of BLT but focused on links between human Geography concepts development indicator links, multiplier effect. Oracy skills: High expectations of verbal language used by staff and students. This should be evident in all lessons to develop 'expert Geographers'.
<u>Essential Vocabulary</u>	Economic, Social, Environmental, Technological, Hemisphere, Latitude, Continent, Sustainable, Eco-tourism, Renewable, Climate change, Greenhouse effect Carbon dioxide	Constructive, Destructive, Erode, Abrasion, Hydraulic action, Attrition, solution, Chemical, Biological, Deposit, Longshore drift, Bay, Headland, Sea stack, Spit, Hard engineering, Soft, engineering, Holderness, Groyne, Rock armor	LIC, NEE, HIC, GNI per capita, Life expectancy Birth rate, Literacy rate, Death rate, Access to safe water, Squatter settlement, Sanitation, Hygiene, Disease, Fair trade, Export/ import

Disciplinary Reading

Greta Thunberg, No one is too small to make a difference

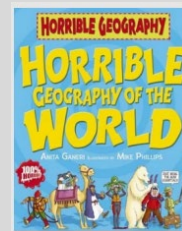


**Elizabeth Laird
The Garbage King**



Reading for Pleasure

Anita Ganeri, Horrible Geography of the World



**Miriam Halahmy,
Hidden**



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