

GEOGRAPHY KS3

Year 7

Geographical skills are embedded across all the schemes of work.

TERM 1	TERM 2	TERM 3	EXTENDED CURRICULUM (trips/visits/after school activities)
<p>Topic. Introduction to Geography This topic is built around the enquiry questions of What is Geography? and What is my place in the world? Students are introduced to geography as subject, the key elements of physical, human and environmental geography are studied as well as other keys geographical concepts and skills.</p> <p>Topic. Climate Change This topic is based around the enquiry question of Do my actions affect climate change? Students will learn about the causes, impacts and solutions to climate change. Across the KS3 schemes of work there is a lesson looking at climate change in each topic.</p>	<p>Topic. Antarctica This topic is built around the enquiry questions of What would it be like to live in Antarctica? and What are the future Challenges to Antarctica? Students will learn about the climatic and physical feature of this icy continent, how both humans and animals must adapt to survive in this environment. They will then study the threats that Antarctica is facing.</p> <p>Topic. UK Geography Map Skills This topic is based around the enquiry question of How does the UK vary? Students will learn about how both the physical and human geography of the UK varies in this topic. Within this topic there will be a focus on developing students understanding of map skills which will be used to study how the UK varies.</p>	<p>Topic. Weather and Climate This topic is built around the enquiry questions of How does the weather affect people's lives? and Where is the best place to put a new picnic bench in school? (Microclimate Fieldwork Investigation) Students study a series of weather hazards, they will learn about the physical causes of these hazards and through examples look at the impacts these events can have on people's lives. Students will then study microclimate factors and undertaken a microclimate fieldwork investigation around the school site, planning their fieldwork then collecting data to use to analyse where the best location for a new picnic bench in school would be based on microclimate factors.</p>	<p>Students will receive a talk from the British Antarctic Survey during their SOW on Antarctica.</p> <p>In Year 7 students undertake microclimate fieldwork around Comberton Village College to investigate microclimate factors and where to put a new picnic bench based on these. This fieldwork contributes to their key assessed</p>
<p>Assessment: Introduction to Geography Baseline Assessment Climate Change Big Geography Question</p>	<p>Assessment: Antarctica Big Geography Question Map Skills Test</p>	<p>Assessment: Microclimate Investigation Fieldwork Write Up</p>	

			<p>levelled task “Microclimate investigation”</p> <p>Zero Carbon Schools Project, afterschool on Mondays</p>
<p>Year 8</p> <p>Geographical skills are embedded across all the schemes of work.</p>			
TERM 1	TERM 2	TERM 3	EXTENDED CURRICULUM (trips/visits/afterschool activities)
<p>Topic. Coasts This topic is built around the enquiry questions of Why are coasts so varied? and Should the sea defences at Walton on the Naze be removed? (Fieldwork Investigation) What is my place in the world? Students learn about how physical coastal processes and human management can change and shape the coastline. On the curriculum extension days they will travel to Walton on the Naze to undertake fieldwork to first hand investigate the physical and human processes shaping this coastline. Students will then write up their geographical enquiry and come to a supported decision based on their fieldwork data of what should be done at Walton on the Naze in terms of defending the coastline.</p> <p>Topic. Population</p>	<p>Population continued....</p> <p>Topic. Rivers This topic is built around the enquiry questions of How do rivers shape the landscape? and How do rivers and people interact? Students will study the physical processes that cause rivers to shape the land and how these change from source to mouth. Students will then look at how people interact with rivers studying how people use rivers, river flooding and management.</p> <p>Topic. Migration This topic is based around the enquiry question of Is migration always a choice? Students will learn about global patterns of migration. Through a series of examples student will learn about the different types</p>	<p>Migration continued....</p> <p>Topic. Urban Change in Brazil This topic is built around the enquiry questions of Is life the same for everybody in Rio? Through the case study of Rio de Janerio students will study the causes and impacts of urban change and the opportunities and challenges this can lead to.</p>	<p>In Year 8 students take a field trip to Walton on the Naze on the Essex coastline to investigate coastal erosion and management. The work they complete on this trip contributes to their first key assessed levelled task in geography in year 8 “Should the sea</p>

<p>This topic is based around the enquiry question of How are populations changing? Students will learn about global population change and how this varies in different parts of the world. Through the use of examples, they will then study the causes, impacts and solutions of overpopulation and ageing populations.</p>	<p>of migration and causes of migration and develop their understanding of the reasons people migrate as well as the impacts this can have.</p>		<p>defences be removed?</p> <p>Zero Carbon Schools Project, afterschool on Mondays</p>
<p>Assessment: Walton on the Naze Fieldwork Write Up</p>	<p>Assessment: Population Big Geography Question Rivers Big Geography Question</p>	<p>Assessment: Migration Big Geography Question</p>	
<p>Year 9 Geographical skills are embedded across all the schemes of work.</p>			
<p>TERM 1</p>	<p>TERM 2</p>	<p>TERM 3</p>	<p>EXTENDED CURRICULUM (trips/visits/after school activities)</p>
<p>Topic. Development This topic is built around the enquiry questions of Is all of Africa poor? and How can we reduce the development gap? Students will investigate the global pattern of development, looking at the causes and the impacts of the development gap. There will be a focus on Africa as students look to challenge the misconception that all of Africa is poor. Students will then look at ways to reduce the development gap and then focus on evaluating the role the Sustainable Development Goals can have in achieving this.</p> <p>Topic. Tectonic Hazards This topic is built around the enquiry questions of How does the earth cause hazards? and How does development affect hazard risk? Students will learn the physical</p>	<p>Tectonic Hazards continued....</p> <p>Topic. Tropical Rainforests This topic is built around the enquiry questions of What would it be like to live in the tropical rainforest? and Why is the tropical rainforest undertreat? Students will study the physical geography of these environments and look at how people have adapted to live in these conditions. Students will then investigate why tropical rainforests are under threat, the causes and impacts of deforestation and how this can be managed. At the end of this topic students will carry out a decision-making exercise based on previous GCSE pre-release material of "Should the Peruvians governments proposed road development scheme in Amazon go ahead? Yes or No?"</p>	<p>Topic. China This topic is built around the enquiry question of IS China set to take over the world? Students will student China as one of the worlds growing superpowers. Students will understand what has been behind China's rapid recent development, the opportunities this has created as well as some of the challenges that this has caused. They will also investigate China's growing influence across the rest of the world.</p>	

geography behind major tectonic hazard; earthquakes, volcanoes, tsunamis. Through a series of examples students will study the impacts and responses to these hazards looking at examples from countries at different levels of development to investigate to what extent this affects hazard risk.			
Assessment: Development Big Geography Question	Assessment: Tectonic Hazard Big Geography Question Tropical Rainforest Big Geography Question	Assessment: China Big Geography Question	

GEOGRAPHY GCSE

Year 10

EXTENDED CURRICULUM (trips/visits/after school activities)

<p>Topic. The Challenge of Natural Hazards. This topic looks at a range of different natural hazards, tectonic hazards, weather hazards and climate change. This topic will look at the dynamic nature of physical processes and systems and human interaction with them in a variety of places and at a range of scales. It will consider the influence the level of development of a place can have on the impacts caused by hazards and the need for management strategies. Students are taught a</p>	<p>Topic. Urban issues and challenges This topic looks at the fact a large and growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs, students will study Rio de Janeiro as a case student of urban growth in a NEE. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges, students will study Birmingham as a case study of urban change in the UK.</p>	<p>Topic. The Living World This topic looks at global ecosystems. Students start by looking at ecosystems at a range of scales and the interaction between their biotic and abiotic components. Students will the look at Tropical rainforests and Cold environments throw two detailed case studies-the Amazon Rainforest and Svalbard. Students will understand, the physical environment, the challenges and opportunities of these environments and the impacts human interaction has on each environment leading to a need</p>	<p>Topic. The changing economic world This topic looks at the global variations in economic development and quality of life that exist around the world. Students will develop their understanding of the global development gap and the causes and consequences of this. Students will then study strategies for reducing the global development gap. Students will study Nigeria as an example of a NEE that is experiencing rapid economic development which leads to significant social,</p>	<p>Optional Iceland trip, this runs every two years so will fall in either Y10 or Y11 for students</p>
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series of case study examples to exemplify this. Geographical skills are embedded across the topic.	Urban sustainability requires management of resources and transport. Geographical skills are embedded across the topic.	for sustainable management strategies. Geographical skills are embedded across the topic.	environmental and cultural change. Students will then study economic futures in the UK and how major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. Geographical skills are embedded across the topic.	
Assessment: End of topic test on The Challenge of Natural Hazards.	Assessment: End of topic test on Urban issues and challenges	Assessment: End of topic test on The Living World	Assessment: End of topic test on	
Year 11				EXTENDED CURRICULUM (trips/visits/after school activities)
Topic. Physical landscapes in the UK This topic looks at UK physical landscapes. Students will study Coastal landscapes in the UK and River landscapes in the UK. Students will study the key physical processes that shape these environments and create unique landscapes. Study's will study an example of each of these landscapes from the UK. Students will also look at how different management strategies can be used to protect coastlines from the effects of physical processes and to protect river landscapes from the effects of flooding.	Topic. The challenge of resource management This topic looks at the importance of resources, namely food, water and energy and their significance to economic and social well-being. Students will develop an understanding of the global inequalities in the supply and consumption of resources, the changing demand and provision of resources in the UK and the opportunities and challenges these create. Students will then look more in depth at the resource of energy and the reasons for increasing energy consumption, factors affecting energy supply and the impacts of	Paper 3. Geographical Applications Preparation The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. <i>Section A: Issue evaluation</i> A resource booklet will be on a geographical issue will be released twelve weeks before the exam. Students will be guided through the resource through a series of lessons enabling them to become familiar with the material. Students will be guided through practice questions and	Students will undertake guided revision in lessons.	Sheringham 2 Day Residential to complete required GCSE Fieldwork enquiries. All students Optional Iceland trip, this runs every two years so will fall in either Y10 or Y11 for students

<p>Geographical skills are embedded across the topic.</p>	<p>energy insecurity. They will then look at different strategies can be used to increase energy supply and how to move towards a sustainable future.</p> <p>Geographical skills are embedded across the topic.</p>	<p>a more extended piece of writing which will involve an evaluative judgement.</p> <p>Section B: Fieldwork</p> <p>Students will undertake two geographical enquiries on the Sheringham field trip. Collecting primary data in the field. These geographical enquires will then be written up in the classroom</p> <p>Students will apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry and select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.</p> <p>Geographical skills are embedded across the topic.</p>		
<p>Assessment: End of topic test on Physical landscapes in the UK</p>	<p>Assessment: End of topic test on The changing economic world</p> <p>February Mock Exams: Paper 1 Living with the physical environment Mock Exam</p>	<p>Assessment: Paper 3 Geographical applications Mock Exam</p>	<p>Paper 2 Living with the human environment Mock Exam</p>	