

KS3 Curriculum overview: *Geography* 2019-2020

	Year 7	Year 8	Year 9
Autumn 1	<p><u>Term 1 Unit Title:</u> Map skills and what is geography?</p> <p><u>Content breakdown:</u> Week 1+2: What is Geography? Human, Physical and Environmental geography Week 3+4: Compass Direction; Symbols ; Week 5+6: 4-figure grid references</p>	<p><u>Term 1 Unit Title:</u> Energy and Global warming</p> <p><u>Content breakdown:</u> Week 1 +2: Fossil fuels and electricity generation. Week 3+4: How oil can change a place. Week 5+6: Dependence on fossil fuels</p>	<p><u>Term 1 Unit Title:</u> Tectonic processes</p> <p><u>Content breakdown:</u> Week1+2: The location of earthquakes and volcanoes: Layers of the earth. Week 3+4: tectonic plate boundaries and earthquake formation; Week 5+6: Earthquakes in less and more developed countries.</p>
Autumn 2	<p>Week 7+8: 6-figure grid references Week 9+10: Scale and distance ; Relief/ contours Week 11+12: <i>Recap lesson and then Village plan – Assessment; My area- environmental quality assessment</i></p> <p><u>End of Unit Assessment idea if appropriate for your class:</u> Students design their own village with key, scale and explain why they've located their village that way using direction and grid references.</p>	<p>Week 7+8: What is Global Warming? Causes of Global Warming – Greenhouse gases; Effects of Global Warming Week 9+10: <i>Speech - Assessment!</i> Week 11+12: Renewable energy success or failure?</p> <p><u>End of unit assessment idea if appropriate for your class:</u> Student write a speech about the cause, impact and effect of Global Warming, students can also suggests ways to reduce the impact of Global Warming to reach the higher levels.</p>	<p>Week 7+8: Reducing earthquake danger Week 9+10: What are volcanoes? Week 11: Why do people live in danger zones? Week 12: What are tsunamis? Earthquake Assessment.</p> <p><u>End of unit assessment idea if appropriate with your class:</u> Natural disaster news report assessment- students report as if they are in a country that has just experienced an earthquake. They must describe damage, ways it could be reduced next time and compare it to other countries..</p>

Spring 1	<p><u>Term 2 Unit Title: Exploring Britain</u></p> <p><u>Content breakdown:</u> Week 1+2: What is the physical and political geography of Britain? Week 3+4: What is UK climate like? Week 5+6: Economic geography of Britain-employment.</p>	<p><u>Term 2 Unit Title: Coastal Environments</u></p> <p><u>Content breakdown:</u> Week 1+2: Processes that shape the coast (waves/ erosion);Coastal erosion Week 3+4: How does the sea create caves, arches, stacks and stumps? Long shore drift Week 5+6: How does the sea create spits? Could also look at bars and tombola’s for HA students</p>	<p><u>Term 2 Unit Title: Tourism</u></p> <p><u>Content breakdown:</u> Week 1+2: What are the trends in World Tourism Week 3+4: Tourism in the UK Week 5+6: How can tourism be unsustainable?</p>
Spring 2	<p>Week 7+8: How is the UK connected to the world? Week 9+10: Intro to UK population? – immigration; commonwealth?; Why do people migrate here? <i>Empire Windrush 1948.</i> Week 11+12: Recap wekk/ lesson then <i>Formal assessment: Windrush migration and Britain</i></p> <p><u>End of Unit Assessment idea if appropriate for your class:</u> Students imagine they have just alighted the Empire Windrush as an immigrant to Britain. They must write a letter to a relative explaining the reasons why they migrated and consequences.</p>	<p>Week 7+8: Mapping coastal features; What impacts does cliff erosion have on people? Week 9+10: How can coastal erosion are managed? Holderness coast. Week 11+12: <i>Recap lesson and then</i> Preparing for assessment – writing a newspaper article about cliff erosion based on your case study; Writing assessment newspaper articles</p> <p><u>End of unit assessment idea if appropriate for your class :</u> Students write a newspaper article about a family couple living in an area at risk of coastal erosion discussing the cause, issue and possible solutions to their problem</p>	<p>Week 7+8: Tourism in an LEDC. Week 9+10: Sustainable tourism Week 11+12: National parks</p> <p><u>End of unit assessment idea if appropriate with your class:</u> Students create a business pitch for a “sustainable holiday” experience. Students will self assess their own work and teacher will formally assess their work.</p>
Summer 1	<p><u>Term 3 Unit Title: Rivers and floods</u></p> <p><u>Content breakdown:</u> Week 1+2: The water cycle and river structure Week 3+4: What causes floods Week 5+6: Floods in LEDCs</p>	<p><u>Term 3 Unit Title: Settlement</u></p> <p><u>Content breakdown:</u> Week 1+2: What is a settlement? Use examples and case studies to explore Week 3+4: How do settlements grow? Week 5+6: How is land used in a settlement?</p>	<p><u>Term 3 Unit Title: Environment and ecosystems</u></p> <p><u>Content breakdown:</u> Week 1+2: Resource issues Week 3+4: Mapping; satellite images Week 5+6: regional, national and global effects</p>

Summer 2	<p>Week 7+8: Floods in MEDCs Week 9+10: <i>Formal assessment: comparing floods in the UK and Bangladesh</i> <i>Effects of hurricanes – Hurricane Katrina</i> Week 11+12: <i>Recap lesson week and then</i> <i>Formal assessment: comparing floods in the UK and Bangladesh</i></p> <p><u>End of unit assessment idea if appropriate for your class:</u> Students imagine that they are reporting from a flood and must describe how the country is coping with it compared to other case studies.</p>	<p>Week 7+8: how can settlements are improved. Week 9+10: how are shops and services linked to settlements Week 11+12: out of town shopping centers-good or bad</p> <p><u>End of unit assessment idea if appropriate for your class:</u> Design a settlement – poster, presentation or model.</p>	<p>Week 7+8: Types of ecosystems Week 9+10: Environmental problems Week 11+12: sustainably using ecosystems</p> <p><u>End of unit assessment idea if appropriate with your class:</u> Students to carry out an investigation into uses of the rainforest ecosystem, and represent their information/ findings in a classroom presentation. Peer and self-assessment by evaluating their research</p>

KS4 Curriculum overview: <i>Subject</i>		
	Year 10	Year 11
Autumn 1	•	•
Autumn 2	•	•
Spring 1	•	•

Spring 2	•	•
Summer 1	•	•
Summer 2	•	•