

## KS3 Geography Curriculum Plan

Topics covered	Assessments
<p>Year 7</p> <p>What is geography (physical, human and environmental)</p> <p>Map work skills including OS maps and atlases</p> <p>River features and flooding</p> <p>Economic activities with an emphasis on farming in the UK</p> <p>Settlement studies including site, function and growth of villages, towns and cities</p> <p>Year 8</p> <p>Weather and climate in the UK including: presenting and analysing data, the factors that affect temperature, types of rainfall, pressure</p> <p>The impact of weather on humans</p> <p>Environmental geography: including the key topic of climate change</p> <p>The Olympics: including the impact of the 2012 games in London</p> <p>Year 9</p> <p>Plate Tectonics including: major landforms along plate boundaries, volcanoes and earthquakes</p> <p>Economic development including: why some countries are more developed than others, trade and aid</p> <p>Ecosystems including: Tropical rainforests, deforestation (development or destruction)</p> <p>Tourism including: how to make tourist developments sustainable</p>	<p>Summative assessments usually take the form of either:</p> <p>a) Written examinations that last 1 hour in the style of GCSE questions. For example in year 7 a baseline test and map-work exam; year 8 Weather and Climate; year 9 Plate Tectonics and Development. Students in year 9 will have the chance to practise taking a GCSE unit called Sustainable Decision Making Exam for example tourism in the Caribbean.</p> <p>b) Enquiries that take several lessons and where students have much greater independence, responsibility and ownership over the work they produce. Students will develop data handling skills (collecting primary and secondary data, presenting, analysing, concluding and evaluating data). For example in year 7 a farming enquiry (hedgerow removal), river study (discharge of local river), settlement enquiry (the growth of Linton); year 8 Killer Weather (hurricanes, drought, tornadoes), climate change solutions, 2012 Olympics - good or bad? ; year 9 Natural hazards, Fair-trade, rainforest development.</p>
<p><b>Enrichment opportunities</b></p> <p>There are numerous opportunities to learn good geography by watching carefully selected TV programmes. Some homework will encourage students to take an interest in geography related items in the news; however, this is something we hope students will begin to do as a matter of course.</p> <p>We hope to offer year 8s the chance to visit the Olympic Site but this is something that anyone can do with a visit to London of their own.</p> <p>We encourage students to act on the ideas we study in class, for example food miles, climate change (Act on CO2), Fair Trade Foundation, Comic Relief (red nose day).</p> <p>In year 7 we lead a DLD day on the local area (farming and the environment) and we would encourage students to participate in local conservation. In year 9 we go to Sorrento in Italy taking students up an active volcano (Vesuvius) and study the magnificent limestone Amalfi Coast and Isle of Capri.</p>	