

Key Stage 3 Subject Timeline Year 7 and 8

Subject: Geography

KS3 Geography - Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Amazing Africa	Magic Maps	Equator Exploration	Crime and Conflict	Natural Hazards	Wild Weather
Key skills and Concepts	Key Concept- Understanding the diversity of the African continent.	Key Concept – Locating yourself and understanding how settlements develop.	Key Concept – How does physical and human geography vary around the equator?	Key Concept – How does geographical location and planning link with crime rates?	Key Concept – Why is our physical world constantly changing?	Key concept – What are the impacts of wacky weather and what causes them?
Endpoints	-To understand the physical geography of Africa -To display empathy and understanding for people less fortunate -To understand the impacts of history on county's development -To see the opportunities in the African continent	-To be able to use 4 and 6 figure grid references -To be able to read an OS map including symbols and scale -To be able to use the Atlas to locate countries and cities -Students should be able to read maps at a range of scales	-To be able to explain how development varies between countries around the equator -To be able to explain the physical Geography and cultural difference across 3-4 countries around the equator (teachers choice of countries depends on the ability level of the class)	-To be able to explain how Geographical location and urban planning can increase/decrease crime -To be able to understand why certain types of crime are more difficult to manage in different locations	- To be able to explain the concept of plate tectonics -To be able to explain the causes and impacts of tectonic hazards (earthquakes, volcanoes and tsunamis)	- To be able to explain the factors that make up weather and climate and how they are measured -To be able to explain the causes and impacts of weather (different types of rain, tropical storms, drought, wildfires)
Assessment	Written assessment with extended writing.	Quiz style assessment with an OS map extract, tests skills and map reading	Students complete a project depending on the	No written assessment	Hazard assessment, a mixture of skills (data analysis) and two extended writing questions in the form of a mini GCSE style booklet	Group presentation task which is teacher and peer assessed

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KS3 Geography - Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	China	Cool Coasts	Powering the Future	Brilliant Biomes	Globalisation and Superpowers	Country Files
Key skills and Concepts	Key Concept – How has China’s economic growth caused environmental damage?	Key Concept – Why is our landscape constantly changing?	Key Concept – In a growing world how can we meet our future demands?	Key Concept –Where are the World’s major ecosystem and what are the characteristics of each?	Key Concept – What is the development gap and what are the effects of globalisation?	Key Concept – to research countries, cultures and landscapes
Endpoints	-To understand how China’s economic outlook has changed over the past 40 years -To understand the social and environmental impacts of rapid economic growth	-To be able to explain how coastal features form and the landscapes they create -To be able to explain how coastal environments can be managed -To understand opportunities available on the coast	-To be able to explain the causes of climate change (human and physical) -To be able to explain the challenges and impacts of energy and food consumption -To be able to explain some of the ways in which the human impacts of climate change can be managed	-To be able to explain the world’s major biomes and key features of each -to be able to explain factors that make up an ecosystem	-To be able to explain how development can be measured -To be able to explain the concept of globalisation and factors that have accelerate it	To be able to explain how development varies between countries around the world -To be able to explain the physical Geography and cultural difference across 3-4 countries (students have a choice from a list of countries)
Assessment	Assessment – A mixture of skills and analysis with an extended writing question in the style of a mini GCSE paper	Quiz style assessment, point marked questions on coasts	Global Issues – A mixture of skills and analysis with two extended writing questions on climate change (GCSE style booklet)	Quiz style assessment, point marked questions on key words and different global biomes	Research project projects into bridging the development gap	Students produce an individual project on a specific country

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<u>Diversity:</u>	<u>Careers Information:</u>	<u>Cultural Capital:</u>
<p>Investigating into countries with different social, economic backgrounds</p> <p>Evaluating the range of causes, impacts and management of natural hazards in areas of contrasting wealth.</p> <p>Specific case study investigation into the UK and China.</p>	<p>Sustainability</p> <p>Town planning</p> <p>Risk assessment and management</p> <p>Civil engineering</p> <p>Flood management</p> <p>Crime profiling</p> <p>Radar mapping</p> <p>Climate change management</p> <p>Travel and tourism</p>	<p>Local fieldwork around school, water infiltration and ecosystem biodiversity</p> <p>The geography specification creates well rounded, global learners who are critical thinkers. We establish deep learning between a varieties of countries examples. Investigating such topics as human rights, development and anthropogenic climate change.</p>