


Department	GEOGRAPHY	 HeathPark EVERY PUPIL ALWAYS IN FOCUS
Key Stage	KEY STAGE 3	
Timescale	September 2022 – July 2024	

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 7 Autumn Term 1 (Sept-Oct)	Being a Geographer	<p>In this unit students will consolidate and extend their geographical knowledge of the world's major countries, continents, and some of their physical features. They will continue to develop their map and cartographic skills from KS2 and start to develop interpretation and analytic skills as well being able to formulate and enquiry and be able to evaluate the results that they have collected.</p> <p>Students will have the basic tool set required to be a successful geography student. They will understand the difference between human, physical and environmental geography, all of which set the precedent for the subject.</p>	<p>Your Geography toolkit – what we use to be successful geographers. Geography Basics (human, physical and environmental geography)</p>	<p>Space</p> <p>Locational knowledge</p> <p>Place</p> <p>Interconnection between places and people</p> <p>Changes</p> <p>Geographical Skills</p>	<p>2 CATs</p> <p>(Note: Common assessment tasks may be in the form of written assessments with a variety of questions to assess knowledge and skills, presentations, enquiry based write ups, longer extended writing pieces)</p> <p>Skills based questions will also be covered.</p> <p>Within lessons teachers will use a variety of formative assessment methods to</p>	<p>In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.</p> <p>Additional reading suggestions:</p> <p>KS3 Geography BBC Bitesize website</p> <p>Prisoners of geography – our world explained in 12 simple maps</p> <p>:</p>
			<p>Maps and Mapping- OS Map skills</p>	<p>Place</p> <p>Change</p> <p>Interconnection between people and places</p>		
			<p>Exploring the local environment – (fieldwork and GIS activities)</p>	<p>Place</p> <p>Change</p> <p>Environment</p> <p>Sustainability</p>		

				<p>Cultural understanding and diversity</p> <p>Formulation of enquiry</p> <p>Testing Hypothesis</p> <p>Evaluation of enquiry</p>	<p>check knowledge, skills and understanding of the students</p>	
Year 7 Autumn Term 2 (Nov-Dec)	Population and Settlement	<p>In this unit students will study the population of the world and events that have shaped different populations. They will examine how population has grown and the reasons for this. They will be able to explain why people have settled in places and how this has influenced and shaped the population and culture of the UK.</p> <p>They will also be able to explain where people have migrated from over the years to the UK and the impacts that this has had.</p>	<p>World distribution Measuring population</p> <p>Settlements – where do people live Why did settlements start there in the first place</p> <p>UK towns and cities – population distribution link to settlement learning Land use in UK towns and cities</p> <p>Migration into the UK – causes, impacts and management</p>	<p>Place</p> <p>Change</p> <p>Environment</p> <p>Interconnection</p> <p>Cultural understanding and diversity</p> <p>Sustainability</p>	<p>2 CATs</p> <p>Skills based questions will also be covered.</p> <p>Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students</p>	<p>In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.</p> <p>Additional reading suggestions: KS3 Geography BBC Bitesize website Life the first 4 billion years: Martin Jenkins</p>
Yr7 Spring Term 1 (Jan-Feb)	Weather and Climate	<p>Students will gain an understanding of what makes the weather how it is, how we can interpret the weather as well as</p>	<p>Recording the weather Measuring weather</p>	<p>Place</p> <p>Change</p> <p>Environment</p>	<p>2 CATs</p>	<p>In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.</p>

		<p>measure and record. They will be able to explain why the weather is interchangeable in the UK and the factors that affect this.</p> <p>They will be able to use this knowledge to complete a mini fieldwork enquiry into the climate of the local area. They will be able to evaluate their results. This unit will give the students the knowledge and understanding of weather in preparation for studying the "Our changing climate" unit in Y8.</p>	<p>Why is the weather so interchangeable?</p> <p>Rain types Air masses Depressions</p> <p>Micro-climate field study</p>	<p>Sustainability</p> <p>Cultural understanding and diversity</p> <p>Formulation of enquiry</p> <p>Testing Hypothesis</p> <p>Evaluation of enquiry</p>	<p>Skills based questions will also be covered.</p> <p>Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students</p>	<p>Additional reading suggestions:</p> <p>KS3 Geography BBC Bitesize website</p> <p>Horrible Geography: Stormy Weather Anita Ganeri</p>
Yr7 Spring Term 2 (Mar-Apr)	Focus on Africa	<p>Students will study different geographical aspects of Africa. They will be able to locate Africa and its major physical and political features.</p> <p>They will be able to link back to colonialism and how this has affected the development of countries on this continent.</p> <p>It will give them a knowledge that will be further developed in Y8</p>	<p>What and where is Africa? Physical characteristics of Africa African Population distribution</p> <p>Kenya – case study</p> <p>Escaping poverty (link to Comic Relief/Fairtrade)</p>	<p>Place</p> <p>Change</p> <p>Environment Interconnection</p> <p>Cultural understanding and diversity</p> <p>Sustainability</p>	<p>2 CATs</p> <p>Skills based questions will also be covered.</p> <p>Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students</p>	<p>In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.</p> <p>Additional reading suggestions:</p> <p>KS3 Geography BBC Bitesize website</p>

		<p>during the “our unequal world” unit of work.</p> <p>In this unit, they will have a case study focus on Kenya in terms of location, geography and how tourism has helped to benefit the country. They will be able to use their skills developed in the geography toolkit unit to develop their geographical skills further.</p> <p>This unit also links well into whole school events such as comic relief and fairtrade.</p>				
Year 7 Summer Term 1 (May-Jun)	Water on the Land – Rivers	The students by the end of the unit will be able to talk and write about the changing river landscapes and the processes that shape them, how these landscapes interact with humans and the issues they cause as well as the management strategies that can be used to adapt to the issues in the UK and Bangladesh.	<p>Locating Rivers Water Cycle Journey of a river</p> <p>River processes and River Landforms (include rock types)</p> <p>Flooding events in the UK</p>	<p>Place</p> <p>Change</p> <p>Environment Interconnection</p> <p>Cultural understanding and diversity</p> <p>Sustainability</p>	<p>2 CATs</p> <p>Skills based questions will also be covered.</p> <p>Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students</p>	<p>In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.</p> <p>Additional reading suggestions: KS3 Geography BBC Bitesize website Canoeing the Congo: The first source-to sea-descent of the Congo River – Phil Harwood</p>

						Horrible Geography: Raging Rivers Anita Ganeri
Year 7 Summer Term 2 (June- July)	Our hazardous World	The end point for the students in this unit, is to explain how the earth's structure came to be as it was, how this then causes tectonic events such as earthquakes, tsunamis, and volcanic eruptions.	Natural hazards, plate tectonics, Earth's structure (link to rock types)	Place Change Environment Problem solving Sustainability Cultural understanding and diversity	2 CATs Skills based questions will also be covered. Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students.	In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.
		The students will have knowledge of real-life events that have happened in the past and how these have impacted on people.	Earthquakes -impacts and responses Case study of an earthquake			Additional reading suggestions: KS3 Geography BBC Bitesize website
		It also gives them the opportunity to become problem solvers, and develop solutions that may help to minimise the impacts of these events in the future	Tsunamis – impacts and responses, link to the Asian Tsunami			Can we protect people from natural disasters? – (Earth debates) Catherine Chambers
			Volcanoes – structure, formation, and events			The volcano: Montserrat and me – Lally Brown Horrible Geography: Violent Volcanoes Anita Ganeri Horrible Geography: Earth Shattering Earthquakes- Anita Ganeri

						Life the first 4 billion years: Martin Jenkins
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Year 8 2023-2024

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 8 Autumn Term 1 (Sept-Oct)	Exploring Ecosystems	By locating key biomes using map skills, interpreting images and coming up with impacts and solutions, Students will continue to develop their physical geography knowledge and skills in this unit. By the end their knowledge should be in depth about the tropical rainforest and savanna grasslands including what plants and animals are like, how they have adapted, the threats to the biomes and have knowledge on strategies that can be used to manage these issues.	Small scale who eats who? Location of Biomes/characteristics	Space Place Interconnection between places and people Changes –	2 CATs Skills based questions will also be covered. Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students	In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books. Additional reading suggestions: KS3 Geography BBC Bitesize website Horrible Geography: Perishing Poles Anita Ganeri Horrible Geography: Bloomin rainforests Anita Ganeri
			Tropical Rainforests -location, plants and animals, threats to the ecosystem			
			Savanna Grasslands -location, plants and animals, threats to the ecosystem			

						Horrible Geography: Desperate deserts Anita Ganeri :
Year 8 Autumn Term 2 (Nov-Dec)	Urbanisation	<p>Students have already studied population and settlement and so will have an understanding about the growth in the world. This unit allows the students to develop this further by focusing on Asia as an area that has massively developed over the last 30 years into a continent that has more megacities than anywhere else in the world.</p> <p>The students will be able to talk in detail about how this has affected named areas and then also look at the issues surrounding this in the case of the urban poor.</p> <p>The students will also continue to develop their fieldwork skills and complete a study on how regeneration improves the quality of life for people as well as develop their problem-solving skills by</p>	Urbanisation around the world	Place Change Environment Interconnection Cultural understanding and diversity Sustainability	2 CATs	<p>In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.</p> <p>Additional reading suggestions: KS3 Geography BBC Bitesize website</p>
			Growth in Asia Megacities (Shenzhen in China case study – link to China)		Skills based questions will also be covered.	
			Housing the poor – Link to the Brazil (South America)		Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students	
			Regeneration fieldwork – Stafford trip			
			Sustainable cities			

		looking at how to make urban living sustainable and designing their own “sustainable” town.				
Yr8 Spring Term 1 (Jan-Feb)	Our Changing Climate	<p>In year 7, students studied what weather and climate were and the different factors that affect our weather and climate. In this unit, we develop that knowledge further by looking at extreme weather events. They will be able to explain the differences between expected and extreme weather as well as backing up with real life events that have occurred. The students will again broaden their knowledge by looking at global weather events such as hurricanes and tornadoes that have impacts on the environment and people, developing their disciplinary knowledge on interconnections.</p> <p>A major topic of the world is global climate change. By the end of the unit, students will be able to explain in depth the cause of enhanced global warming, the impacts and strategies to how this problem could be solved.</p>	Extreme weather in the UK	Place Change Environment Interconnections Sustainability Cultural understanding and diversity	2 CATs Skills based questions will also be covered. Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students	In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books. Additional reading suggestions: KS3 Geography BBC Bitesize website Horrible Geography: Stormy Weather Anita Ganeri No-one is too small to make a difference – Great Thunberg There is no planet B- A handbook for the make or break – Mike Berners-Lee
			Hurricanes (Tropical Storms)			
			Tornadoes			
			Global climate change -how is earth changing? Is it us? What can we do?			

Yr8 Spring Term 2 (Mar-Apr)	Our Unequal World (Asia Vs UK)	In year 7 students studied in detail about the continent of Africa. This unit goes into why countries and continents are poorer than others, as well as looking at how globalisation does affect different places around the world. Students will be able to explain what measures can be used when comparing development of countries, be able to explain the positives and negatives of globalisation.	Development – what is it and how is it measured? How did the development gap grow?	Place Change Environment Interconnections Sustainability Cultural understanding and diversity	2 CATs Skills based questions will also be covered. Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students	In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books. Additional reading suggestions: KS3 Geography BBC Bitesize website
		Once this has been developed, we will then look more closely to home and students will be able to talk about the different patterns of employment we have here in the UK. They will then be able to make comparisons between the UK, Asia and Africa based on their learning.	Globalisation and development – Link to Asia			
		Earning a living What kind of work do we do in the UK? The changing patterns of employment				
Year 8 Summer Term 1 (May-Jun)	Water on the Land – Coasts	In year 7 students studied the first part of this unit on rivers. They learnt the basic terminology and processes of water moving to do with rivers. The students by the	UK Coastal areas Coastal Processes	Place Change Environment	2 CATs Skills based questions will also be covered.	In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.

		<p>end of this unit on Coastal landscapes, will be able to talk and write about the changing coastal landscapes and the processes that shape them, how these landscapes interact with humans and the issues they cause as well as the management strategies that can be used to adapt to the issues in the UK along the coastline.</p> <p>They will also link it to the previous unit of earning a living in the UK and will look at the benefits of tourism in coastal areas.</p>	<p>Coastal erosion and Management</p> <p>Tourism in Coastal areas</p>	<p>Interconnections</p> <p>Sustainability</p> <p>Cultural understanding and diversity</p>	<p>Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students</p>	<p>Additional reading suggestions:</p> <p>KS3 Geography BBC Bitesize website</p> <p>Horrible Geography: Cracking Coasts Anita Ganeri</p>
Year 8 Summer Term 2 (June- July)	Global Issues	<p>This unit of work will develop the student's Environmental geography further. Up to this point, they will have learnt many other ways to be sustainable in physical and human geography. This unit gives the students a chance to be more synoptic in their learning. It will continue to develop their geographical skills and tool kits as well as giving students the opportunity to offer solutions for some major environmental issues.</p>	<p>Resource Issues (Water, energy, food)</p> <p>How wasteful is our world?</p> <p>Plastic in the Oceans</p> <p>Environmental Quality project of school (fieldwork)</p>	<p>Place</p> <p>Change</p> <p>Environment</p> <p>Interconnections</p> <p>Sustainability</p> <p>Cultural understanding and diversity</p>	<p>2 CATs</p> <p>Skills based questions will also be covered.</p> <p>Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students</p>	<p>In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.</p> <p>Additional reading suggestions:</p> <p>KS3 Geography BBC Bitesize website</p> <p>When the rivers run dry: Fred Pearce</p>