

Geography

Key stage 3 overview

The scheme of work for Years 7, 8, and 9 is anchored in the National Curriculum requirements for Key Stage 3(2007). This recognises the importance of geography: “The study of geography stimulates an interest in, and a sense of wonder about, places and helps make sense of a complex and dynamically changing world. It explains how places and landscapes are formed, how people and environment interact, and how a diverse range of economies and societies are interconnected. It builds on pupils’ own experiences to investigate at all scales from the personal to the global.”

The delivery model is one of guided investigation. Most lessons begin with a question. During key stage 3 students are gradually introduced to the process of geographical enquiry. They are encouraged to question, investigate and think critically about issues affecting the world and people’s lives. Fieldwork is an essential part of this and a valuable shared experience.

Year group	Field visit	Date
Y7 Farming today	Rushall Organic Farm	Tuesday March 9 th 2010 08.30 - 15.50
Y8 Coastal Landforms	Durdle Door and West Lulworth, Dorset	Friday 25 th June 2010 08.00-18.30
Y9 National Parks	The New Forest, Hampshire	Tuesday 3 rd November 2009 08.30 -18.00

Year 7 Geography scheme of work

2009/2010

Theme: Geographical Foundations

Aims:

1. To develop understanding of some fundamental concepts in physical, human and environmental geography.
2. To develop knowledge and understanding of the local area and the British Isles.
3. To develop a competency in basic geographical skills and techniques, including the use of O.S. maps, atlases, photographs, sketches, data, graphs, GIS and fieldwork techniques. To develop communication skills.

Unit 1

Where do I live?
 Who are we?
 Town or country?
 Where is the highland?
 What is our weather like?
 What kind of work do we do?
 What are other parts of Britain like?

Unit 2

The earth's structure and the division of the earth into plates.
 What is a volcano?
 Montserrat case study.
 Limiting the damage from eruptions.
 People's responses to volcanoes.

Unit 3

Plans and scale
 Grid references
 Distance and direction
 Contour patterns of simple landforms
 Sketch maps and route descriptions

Unit 4

What factors affect farming?
 What is the pattern of farming across the British Isles?
 Case Study of Rushall Farm
www.rushallfarm.org.uk

Unit 5

What is a settlement?
 How is land used in an urban area?
 A case study of redevelopment and sustainability in East London.

Unit 6

How does a river change from source to mouth? What work does a river do and what landforms does it create? How do we use and abuse rivers? What causes floods? Who helps in a flooding crisis? How can we protect ourselves?

Exploring Britain

This unit includes: atlas skills and map plotting; writing geographical descriptions from photographs; an introduction to graphs and statistical diagrams. The assessment is an individual poster on Cornwall using guided internet research.

Plate movements, earthquakes and volcanoes

A simple volcano is made. This unit involves an eyewitness recording of the Montserrat eruption 1995-1999. The concept of a geographical case study is introduced. The assessment is an individual case study of a volcano.

Ordnance Survey map skills

The objective is to develop basic O.S. map skills using 1:50 000 and 1: 25 000 maps. Reinforcement will involve use of www.ordnancesurvey.co.uk/mapzone
 The assessment will be an individual enquiry on a local issue.

Farming, a changing economic activity

This unit involves studying the geographical distribution of an economic activity. **Fieldwork visit to Rushall farm March 9th.** Changes in farming practices are discussed. The assessment is a field work report in the form of a letter.

Changing settlements

This brief unit may involve some local fieldwork using GIS. The impact of the 2012 Olympics on East London will be considered. The assessment will be part of the May exam.

Rivers and us

This unit draws physical, human and environmental geography very closely together. It will involve a study of the Tewkesbury flood in 2007. The assessment will be a group activity.

Assessment

Students' progress will be monitored by graded weekly homework and an assessment for each unit. Occasional end of topic tests will be sat and there will be a formal exam in the summer term.

Theme: People and their Environment

Aims:

1. To study the interaction between people and their environment in the context of tropical rainforest ecosystems, coastal landscapes, energy resources and a country study of Brazil.
2. To introduce students to the concepts of development, regional differences, migration and the interdependence of countries, through the study of Brazil.
3. To begin to study resource issues and sustainability.
4. To study coastal processes and the resulting landforms.
5. To extend students' geographical skills in O.S.map reading; data analysis and presentation; geographical information systems (GIS) eg satellite images; communication skills; geographical decision making and enquiry.

Unit 1

What is the difference between weather and climate and how do they affect our lives?

What causes different types of clouds and rain? Why is weather so changeable?

How do we measure and record weather?

Unit 2

What is an ecosystem? Food chains and webs.

How does Man affect ecosystems?

The Earth's biomes.

The climate, vegetation and soils of the tropical rainforest.

How is the Amazon rainforest being developed and exploited? What conflicts occur? Living sustainably in the tropical rainforest.

Unit 3

Where is Brazil? What is it like?

How developed is Brazil?

City life in Rio de Janeiro: the rich and the poor.

Regional differences and migration.

Brazil's role in the global community and the challenges facing it.

Unit 4

Why does the world's population grow so fast?

What are resources?

Fuel as an example.

What are fossil fuels and what is the environmental impact of their use?

Renewable energy resources.

Unit 5

How does rock type and structure influence landforms? What are weathering and erosion? Coastal processes. What landforms does coastal erosion produce? Case study of the Dorset coast. How can coasts be managed and protected?

Weather and Climate

This unit explains why weather and climate are so variable in time and space and the impact this has on our lives.

Students learn to interpret satellite images. The assessment is a weather diary using

www.news.bbc.co.uk/weather/forecast/

Tropical Ecosystems

To understand what an ecosystem is and the energy flows within it.

This unit studies the Amazon tropical rainforest ecosystem and considers the current and future use of the rainforest and its global implications.

The assessment is a textbook based enquiry into the Machakos miracle (sustainability in a savanna ecosystem).

Brazil

The objective is to develop a broad knowledge of Brazil and to understand the characteristics of a developing country. Lifestyles within Brazil are contrasted. Brazil's interdependence with other countries is recognised and its future challenges outlined. An assessment is being developed.

People, resources and energy

To develop an appreciation that people do not have the same access to resources. Finite and infinite resources are studied and the environmental issues of acid rain and global warming are examined. The assessment is a decision making exercise about renewable energy.

Coastal processes and landforms

To study the elements that make up the coastline. This unit is supported with a **field visit to Durdle Door natural arch and Lulworth Cove, Dorset.**

The assessment is a newspaper article 'Durdle Door collapses'

Assessment

Students' progress will be monitored by graded weekly homework and an assessment for each unit. Occasional end of topic tests will be sat and there will be a formal exam in the summer term.

Theme: Geographical Connections

Aims:

1. To understand the physical and human characteristics of places and to explore the social, economic and environmental connections between them.
2. To extend the understanding of development through studies from Africa.
3. To consider the human responses to natural hazards.
4. To detect bias in a range of media and to communicate personal ideas in a variety of forms.
5. To reinforce the geographical skills already introduced and to develop new skills particularly involving GIS.

<p>Unit 1 What is the tourist business? Where do tourists go and why? Why does conflict occur in the National Parks? How can tourism be sustainable and a positive experience for all?</p> <p>Unit 2 What is Continental Drift? What are the characteristics, causes and effects of earthquakes? How do people respond to natural disasters?</p> <p>Unit 3 What is Africa like? Studies from Ghana, Malawi, DRC & S. Africa. What is development and how developed is Ghana? What is Fairtrade? What is the best way forward, the Big Project or the Small project?</p> <p>Unit 4 What changes will the 2012 Olympic Park bring to London? What do people feel about it? Can the effect of Olympic Park be sustainable?</p>	<p>Tourism and National Parks This unit studies the distribution of a dynamic economic activity and its impact. Fieldwork visit, November 3rd to The New Forest National Park. Assessment is a script about a New Forest Commoner and a decision making exercise.</p> <p>Plate tectonics and earthquakes This unit extends knowledge of plate tectonics. A case study of the Kobe earthquake/ the Indian Ocean tsunami/a topical example is included. Assessment is in the form of an eye-witness account.</p> <p>Into Africa This unit gives an overview of a continent and explores our connections with it through food, Fairtrade, mobile phones and sport. It examines development indicators and considers the best way forward.</p> <p>Faster, Higher, Stronger This unit studies an example of regeneration and assesses its sustainability. A critical approach to a variety of media is encouraged. The assessment will involve Geographical Information Systems.</p>
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Assessment

Students' progress will be assessed by weekly homework, a written assessment for each topic and tests. There will be a formal examination in the summer term.

