

FEATURES AND PROCESSES	DEVELOPMENT	GLOBAL ISSUES	LOCAL ISSUES
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	Year 7	Year 8	Year 9
Autumn half term 1 Sequential knowledge and skills	Tourism as a means to develop, including coral reefs and plastic pollution.	Coasts – focusing on Holderness and Jurassic coast	Restless earth – earthquakes and tsunamis – using Japanese kobe earthquake and tsunami
Assessment Content and methods used to judge learning	Formal end of unit assessment based on the previous half term’s work and the first experience of 9 mark questions, data response and key words	Formal assessment based on the previous half term’s work, 9 marks questions, peer assessment, data response and key words	Formal assessment based on the previous half term’s work, 9 marks questions, peer assessment, data response and key words
Autumn half term 2 Sequential knowledge and skills	Volcanoes and super volcanoes using Montserrat and Yellowstone	Weather and climate including monsoons and cyclones	Biomes and tropical rainforests – focusing on Brazil, the issues of deforestation regarding the Belo Monte dam
Assessment Content and methods used to judge learning	Formal end of unit assessment based on the previous half term’s work as well as experience of 9 mark questions using new vocabulary and command words	Formal assessment, based on the previous half term’s work, 9 marks questions, peer assessment, data response and key words	Formal assessment based on the previous half term’s work, 9 marks questions, peer assessment, data response and key words
Spring half term 3 Sequential knowledge and skills	Map skills and the UK and its place in the world	The geography of India	Trade, Aid and debt – why do the poor stay poor?
Assessment Content and methods used to judge learning	Formal end of unit assessment based on the previous half term’s work as well as experience of 9 mark questions data response and key words	Formal assessment, based on the previous half term’s work, 9 marks questions, peer assessment, data response and key words	Formal assessment based on the previous half term’s work, 9 marks questions, peer assessment, data response and key words
Spring half term 4 Sequential knowledge and skills	Africa and conflicts	Globalization impacts in the NE	Where are all the people – FOCUS ON NIGERIA
Assessment Content and methods used to judge learning	Formal end of unit assessment based on the previous half term’s work as well as experience of 9 mark questions data response and key words	Formal assessment based on the previous half term’s work, 9 marks questions, peer assessment, data response and key words	Formal assessment based on the previous half term’s work, 9 marks questions, peer assessment, data response and key words
Summer half term 5 Sequential knowledge and skills	Flooding using HIC and LIC – Morpeth and Bangladesh	Settlement change in the NE	River systems and features – the River Tees – erosion/transport and features
Assessment Content and methods used to judge learning	END OF YEAR ASSESSMENT HERE	END OF YEAR ASSESSMENT HERE	END OF YEAR ASSESSMENT HERE
Summer half term 6 Sequential knowledge and skills	Global warming, climate change and personal, and global responses	Fantastic places – desert environments :focusing on physical characteristics and adaptations	Food glorious food – fair trade food/ local produce verses food miles
Assessment Content and methods used to judge learning			

Key Stage three study matrix 2019-2020

The intent: The intent behind this long term plan is to produce rounded global citizens with a knowledge of a range of places, processes and features. The course has a balance of human and physical topics over a range of scales so that students get to understand not only how their own town is evolving but also the impact of dramatic events such as volcanic eruptions in the Caribbean. Each unit embeds the skills, command words and some of the content from the AQA GCSE exam into KS3 to act as a foundation however the content also stands as itself ensuring students study parts of geography which are interesting and exciting for their own sake. For example, tsunamis, monsoons and rural to urban migration are not found in the GCSE but are interesting and add depth of understanding to other topics, particularly the impact of development on responses and effects of physical processes. By the end of the KS3 course we should have inquisitive learners who have the skills to identify trends and make links between different factors such as fossil fuel consumption, levels of development and the increase in desertification. Students will become better global citizens in that they know where places unfamiliar to them are and how different problems are tackled by different cultures. An example of this would be how Jamaica is using tourism to improve quality of life for its population. In addition, the emphasis on literacy and numeracy will create more fully rounded students who do not "box" different disciplines but can, for example, apply percentage change to amounts of deforestation and also construct well argued, cogent extended pieces of writing. We are really hoping students are able to "think like a geographer", so that students develop a bank of knowledge and can then fluently express an opinion which they hold, in this way they develop articulation and confidence in expressing their own views

Implementation: We have tried to provide a curriculum which has a range of different elements – human and physical geography, local, national and international scales, elements of development as well as an understanding of how physical features and processes can be impacted by human actions. All of the assessments are structured in a way similar to the GCSE exams, again to develop literacy skills for the 6 and 9 mark questions and to develop extended writing. Again, this demystifies the GCSE as it, hopefully, will be second nature to the students by the time they are examined in year 11. Each unit has a scheme of work, which is available to all staff via the topics drive and this is regularly reviewed after the delivery of each unit to make any necessary changes we have encountered. Each assessment also has a numeracy element, again to strengthen the numeracy of our students and now keep it in a maths silo.

Impact: The impact will be well rounded geographers who have an awareness of the natural world and the human interactions with that world. Our students will be better global citizens and recognise the relationship between throwing away a crisp packet and the fact turtles are eating plastic in the Maldives. They will have local case studies such as changing industrial fortunes of Redcar because of globalisation and examples of international change such as the rapid urbanisation of Lagos and the impact of a volcanic eruption on the Caribbean island of Montserrat. Students will have a much broader vocabulary with which to understand the world, they will have learnt how to develop opinions and write structured answers to support this, they will continue to have a sense of awe and wonder of the natural beauty and power of the world and the both the damage humans can do and the responses we can use to solve these.

This is the link to the GCSE specification. <http://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016-V1-0.PDF>

Rationale

The study matrix allows the study of local issues – particularly with the settlement and map skills unit in year 7 and the NE industry unit in year 8. In year 9 students investigate local food supplies and the issue of food miles. Students have a focus on both the UK and other HIC's such as Morpeth in the flooding unit and the Japan in the restless earth unit. They also focus on LIC's such as Nigeria and Bangladesh. The matrix allows students to have a balance between human topics and physical topics – human topics are settlement, development, global warming, tourism, population, migration and food. The physical topics are rivers, tectonics, weather, hurricanes, deserts, coasts and flooding.

Students also adopt an enquiry approach to learning with the question **WHY, WHAT, WHERE, WHO AND WHEN**. The areas with specific enquiries are – why do suburbs and inner city areas differ; why do different industries locate in different areas, the mystery of sliding stones, why do some areas have more catastrophic earthquakes,

should people migrate away from rural areas; why is deforestation accelerating; why is flooding worse in LIC's. Students also use the Map Zones website and google earth to access GIS.

<p>1.1 Place a. Understanding the physical and human characteristics of real places. b. Developing 'geographical imaginations' of places.</p>	<p>Year 7=Jamaica in tourism; Darlington; Bangladesh in flooding; Morpeth in Flooding; Year 8 = Sunderland/ Washington; India; Sahara and Thar deserts Year 9= Amazon; Brazil, Shanty Towns – Makoko, Lagos Nigeria; Kobe in Japan; River Tees</p>
<p>1.2 Space a. Understanding the interactions between places and the networks created by flows of information, people and goods. b. Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p>	<p>a)Shanty towns in Lagos– rural urban migration. Deindustrialisation and globalisation in Redcar b) Distribution of earthquakes and volcanoes, distribution of deserts, distribution of tropical rainforests, coral reefs</p>
<p>1.3 Scale a. Appreciating different scales – from personal and local to national, international and global. b. Making links between scales to develop understanding of geographical ideas.</p>	<p>Local scale – around the college campus, Darlington, the North east- Nissan, National – Morpeth floods, changing settlements – from settlement in Darlington to shanty towns in Lagos International issues – development issues in Ghana, plastic pollution global warming, deforestation</p>
<p>1.4 Interdependence a. Exploring the social, economic, environmental and political connections between places. b. Understanding the significance of interdependence in change, at all scales.</p>	<p>Global Warming, deforestation in tropical rainforests Trade and Aid Nissan and globalisation and deindustrialisation</p>
<p>1.5 Physical and human processes a. Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.</p>	<p>River systems; Plate Tectonics; Deserts environments; Hydrological cycle Coastal processes of erosion and deposition Patterns and reasons for rainfall including the Monsoon</p>
<p>1.6 Environmental interaction and sustainable development a. Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change. b. Exploring sustainable development and its impact on environmental interaction and climate change.</p>	<p>Coastal erosion and human impact upon coasts Human factors contributing to flood risk Human impacts on global warming Human and physical impacts of deforestation Impacts of hurricanes</p>

<p>1.7 Cultural understanding and diversity</p> <p>a. Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.</p> <p>b. Appreciating how people’s values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.</p>	<p>Examination of the role of people in improving shanty towns</p> <p>Different responses to the same events – HIC floods (Morpeth) contrasted with LIC floods (Bangladesh) – what is important and why</p> <p>Levels of development in global terms and specifically looking at top down and bottom up approaches to aid. How can development be measured</p>
<p>2.1 Geographical enquiry</p> <p>Pupils should be able to:</p> <p>a. ask geographical questions, thinking critically, constructively and creatively</p> <p>b. collect, record and display information</p> <p>c. identify bias, opinion and abuse of evidence in sources when investigating issues</p> <p>d. analyse and evaluate evidence, presenting findings to draw and justify conclusions</p> <p>e. find creative ways of using and applying geographical skills and understanding to create new interpretations of place and space</p> <p>f. plan geographical enquiries, suggesting appropriate sequences of investigation</p> <p>g. solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.</p>	<p>Who, What, When Why and Where?</p> <p>Morpeth verses Bangladesh</p> <p>Nissan</p> <p>Deforestation</p> <p>Tourism enquiry into the sustainability or not of mass tourism</p>
<p>2.2 Fieldwork and out-of-class learning</p> <p>Pupils should be able to:</p> <p>a. select and use fieldwork tools and techniques appropriately, safely and efficiently.</p>	<p>Year 7 – infiltration experiments</p> <p>Year 8 – weather experiments, questionnaires into employment patterns over 2 or 3 generations;</p> <p>Year 9 – questionnaires into family economic structure</p>

<p>2.3 Graphicacy and visual literacy</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> a. use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data b. construct maps and plans at a variety of scales, using graphical techniques to present evidence. 	<p>These are incorporated into most schemes of work and in particular the key homework</p>
<p>2.4 Geographical communication</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> a. communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing. 	<p>Used extensively with all schemes of work</p>
<ul style="list-style-type: none"> a. build on and expand their personal experiences of geography b. explore real and relevant contemporary contexts c. use a range of approaches to enquiries d. use varied resources, including maps, visual media and geographical information systems e. undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team f. participate in informed responsible action in relation to geographical issues that affect them and those around them g. examine geographical issues in the news h. investigate important issues of relevance to the UK and globally using a range of skills, including ICT i. make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension. 	