

Alcester Academy Curriculum Planning: Key Stage 3

Department: <i>Geography</i>						Year Group: 7
Term	Topic/Subject	Assessment Objectives and Knowledge	Skills	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summative Assessment
Autumn 1	What's my Geography?	<p>A03- To be able to plot and use different types of geographical data correctly, and to be able to make decisions using maps.</p> <p>This unit will be an introduction to the different aspects to geography- connections, graph skills, basic map and direction skills, and using evidence to make decisions. Students will also find out about GIS. All lessons will be detailed in SoW.</p>	<p>Locating continents, countries, and cities on a variety of different maps Using basic GIS/ satellite data Map- reading Decision- making Use of grid references.</p> <p>Differentiation includes use of four and six- figure grid references, a range of different types and maps and scaffolds, and the use of a variety of resources relating to numeracy.</p>	<p>Use of compass, latitude and longitude. Students will need to be able to read and write grid references correctly.</p>	<p>Description of how students are connected to places through their own personal geography.</p> <p>Decision- making and empathy- how they are linked to local, national, and international places.</p> <p>Sense of place and identity.</p>	<p>Formal map skills end of unit assessment to assess skill level and knowledge.</p> <p>What's Geography all about?</p>
Autumn 2	How do towns and cities develop?	<p>A01-To be able to explain why people settle where they do, how cities and towns developed, and how urbanisation varies in HICs and LICs. To investigate the opportunities and challenges created by living in towns and cities.</p> <p>Unit Two- Challenge of Urban Environments (GCSE) To understand why people live in specific places, and</p>	<p>Physical and human map work Detective and reasoning Team work Decision- making Research Geographical skills e.g. sampling</p> <p>Teacher to plan group and paired work, differentiation of graphs to include some data plotted for less able,</p>	<p>Extended writing about their favourite places. Graph and statistical skills.</p>	<p>Development of understanding about basic human needs and rights. Comparative writing. Understanding of how planning issues can affect local people. Understanding of the concept of sustainability.</p> <p>Sense of community and understanding of the importance of the global commons.</p>	<p>Students will assess complete a formal end of unit assessment answering GCSE-style questions.</p>

		<p>the factors which lead to the growth and change of cities and towns over time and space.</p> <p>To understand the development of Alcester and London as settlements.</p>	writing frames to support extended writing.			
Spring 1	Transport and Field work	<p>A01/ A02-To decide whether Alcester High Street needs to be pedestrianized to alleviate traffic congestion/ improve accessibility</p> <p>Unit One- The Living World Unit Two as above</p> <p>Unit Three- Geographical Applications To learn about the advantages and disadvantages of different forms of transport, to understand why traffic can be an issue in urban areas, and to learn how traffic can be managed in different places.</p>	<p>To develop simple field work methodology, data presentation, and numerical manipulation.</p> <ul style="list-style-type: none"> -Graph skills -Field work -Sketching --Decision- making -Project work -Paired work <p>Differentiation of graph work to include more complex methods e.g. scatter and line. Model answers and key word explanations to help with empathy work. Grouping of like students in order to complete field work safely and accurately. TA support where available.</p>	<p>Graph production and interpretation.</p> <p>Numerical observation techniques (surveys, questionnaires).</p> <p>Persuasive writing</p>	<p>Empathy.</p> <p>Morality of choosing one option over another.</p> <p>Decision- making and governance.</p>	<p>Should Alcester High Street be Pedestrianised to reduce traffic. Students will carry out field work in Alcester, and will then write up their findings in a report format that follows the format used in Paper 3. Students will be assessed on their use of skills and quality of overall conclusions.</p>
Spring 2	Extreme Environments	<p>A01/ A02- To be able to compare and contrast differing environments and identify key features and processes.</p> <p>To investigate tropical and frozen extreme environments- where they are located, why they are found there, and how people and vegetation/</p>	<ul style="list-style-type: none"> -Map/ graph/ sketch production. Use of GIS data. -Map skills (O.S) -GIS skills -Locating places accurately on maps/ using photographs. -Comparing and contrasting. <p>Differentiation in terms of</p>	<p>Descriptive writing and reading.</p> <p>Writing for a specific audience.</p> <p>Cross- curricular support and intervention advice from English. Use of TA support and other adults if available.</p>	<p>Cultural investigation.</p> <p>The importance of sustainability.</p> <p>Perseverance and ability of humans to survive in challenging environments.</p>	<p>To decide whether humans are putting too much pressure on one of these environments. Students will argue that these areas are currently being affected by humans in a sustainable/ unsustainable way. Students could choose tourism in Antarctica or the effect of deforestation on the Amazon.</p>

		animals can survive there. Unit One- The Living World, Resource Management	writing and reading age of source material/ internet information.			
Summer 1 and 2	Africa: an emerging continent	<p>A01-To use all of the skills and concepts developed throughout the year to thoroughly investigate the human and physical geography of a continent.</p> <p>To learn about the continents opportunities and challenges, physical, economic, and social Geography.</p> <p>The global emergence of Nigeria.</p> <p>Unit Two- Challenge of Urban Environments and The Changing Economic World</p>	<p>- Map skills -Locating countries/ cities in Africa. -Collaborative learning. -GIS and use of the internet to research. -Assessing and analysing data and statistics.</p> <p>Differentiation in terms of writing frames/ source and reading material. Students will be supported to develop use of key terminology through word banks and classroom displays.</p> <p>Project research and producing an independent report. Independent comprehension skills. Writing a blog or an informative report. Drafting and changing information.</p>	<p>Selecting and interpreting statistics and data.</p> <p>Being able to independently select appropriate evidence.</p> <p>To be able to accurately construct and interpret graphs.</p> <p>To assess the reliability of information.</p> <p>Being able to understand how global trade works.</p>	<p>Global inequalities and what individuals and governments can do to close gaps in development.</p> <p>The role of democracy in development, and the importance of exercising the right to vote.</p> <p>Diversity and cultural differences.</p> <p>The role that physical geography has in the shaping of people’s lives.</p> <p>Promoting an understanding of the changing world economy and where job opportunities might be in the future.</p>	<p>Students will be assessed formally through exam- style questions.</p> <p>Students will also produce an independent piece of work on the global emergence of Nigeria.</p>