

Alcester Academy Curriculum Planning: Key Stage 3

Department: <i>Geography</i>						Year Group: 7
Term	Topic/Subject	Assessment Objectives and Knowledge	Skills <i>Subject-specific</i> <i>Transferable</i> <i>Executive functions</i>	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summative Assessment
		Intent	Implementation and enrichment opportunities	'Broad and balanced curriculum'	Links to 'cultural capital'	Impact
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>Localised application of skills. Orienteering outside. Mapping the school.</p> <p>Locating continents, countries, and cities on a variety of different maps Using basic GIS/ satellite data</p> <p>Map- reading</p> <p>Decision- making</p> <p>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 (school and place maps).</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>Map/ perception map pf the School. A deeper understanding of place and space.</p> <p>Formal map skills end of unit assessment to assess skill level and knowledge.</p> <p>Self-directed project: 'How do I get home'? students can produce a video/ map/ book/ guide</p> <p>AfL activity to peer and self assess prior to teacher feed back</p>

Autumn 2	Food glorious food	<p>A01- To explain where our food comes from, different farming techniques and the impact of agriculture on different communities globally. Local study of agriculture- and what is available in our supermarkets.</p> <p>A02- Demonstrate knowledge and understanding of concepts such as the green revolution, sustainable farming, aeroponics etc. Understand why famines can happen. Case study: Sudan, Ethiopia, China. Interrelationship of physical and human factors.</p> <p>A04- research for a debate; Malthus vs Boserup.</p>	<p>Map work</p> <p>Flipped learning activity- supermarket research locally.</p> <p>Study of individual food companies e.g. McDonalds, Tate & Lyle etc</p> <p>Research activities- independent and group work for class presentations.</p> <p>Flipped learning.</p>	<p>Report writing for final assessment</p> <p>Article and book research, note taking (scaffolded) etc</p>	<p>Sustainable agriculture and farming techniques</p> <p>Decision-making and arguing a case- but listening to and interpreting other arguments.</p> <p>Consideration of impact of agriculture at different levels on different communities. Empathy. E.g. Indian farmers under pressure to produce HYVs.</p>	<p>Debate based around the Malthus/ Boserup argument with students forming a case for and against. Court case or formal structure in class. Written report to follow to give own opinion. Self and peer assessed prior to teacher feed back.</p>
Spring 1 & Spring 2	Bright lights, big city	<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 the factors which lead to the growth and change of cities</p>	<p>Physical and human map work</p> <p>Detective and reasoning</p> <p>Team work</p> <p>Decision- making</p> <p>Research</p> <p>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, writing frames to support extended writing.</p>	<p>Extended writing about their favourite places.</p> <p>Graph and statistical skills.</p>	<p>Development of understanding about basic human needs and rights.</p> <p>Comparative writing.</p> <p>Understanding of how planning issues can affect local people.</p> <p>Understanding of the concept of sustainability.</p>	<p>Students will assess complete a formal end of unit assessment answering GCSE-style questions.</p>

		<p>and towns over time and space. To understand the development of Alcester and London as settlements.</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>				
Summer 1	Alcester Local Study	<p>A01/ A02/ A04-To decide whether Alcester High Street needs to be pedestrianized to alleviate traffic congestion/ improve accessibility</p>	<p>Local fieldwork- impact of transport on the town.</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</p>	<p>Graph production and interpretation.</p> <p>Numerical observation techniques (surveys, questionnaires).</p> <p>Persuasive writing</p>	<p>Sense of community and understanding of the importance of the global commons.</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.</p> <p>Students will be assessed on their use of skills and quality of overall conclusions.</p>

			of like students in order to complete field work safely and accurately. TA support where available.			
Summer 2	My Geography- Self directed project	<p>A01- knowledge of a location, place or process through asking a 'big question'.</p> <p>A02- demonstrate understanding of key concepts related to topic, and interrelationships with other areas.</p> <p>Ao3- Research independently and produce specific geographical information. Make judgements and give opinion.</p> <p>Ao4- select, adapt and use a variety of skills and techniques to communicate own findings.</p>	<p>Independent planning and research- preliminary investigation.</p> <p>Agree topic title or big question with the teacher and look at availability of resources needed.</p> <p>Planning and reflection on planning and implementation every lesson.</p> <p>Teacher scaffolds and supports students.</p> <p>Promoting independence and areas of specific geographical interest.</p> <p>Criteria set out during planning phase and resource immersion.</p>	<p>Research and report writing.</p> <p>Scaffolded research for less able.</p> <p>Use of google classroom.</p> <p>Key concepts book.</p>	<p>Promotes:</p> <p>Independence and independent research skills</p> <p>Resilience and problem-solving (don't ask the teacher first)</p> <p>Confidence</p> <p>Personal well-being and interest</p> <p>Cross-curricular links and understanding</p>	<p>Self and peer assessment of 'final product'. What has been achieved?</p> <p>Best ones to be delivered or shown in assembly as celebration of achievement.</p>