

Alcester Academy Curriculum Planning: Key Stage 3

Department: <i>Geography</i>						Year Group: <i>Year 8</i>
Term	Topic/Subject	Assessment Objectives and Knowledge	Skills <i>Subject-specific Transferable 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 & Autumn 2	Asia- the changing continent	<p>A01/ A02- To be able to explain how a named urban environment is affected by a variety of hazards, and what has been done to make it safer.</p> <p>To be able to differentiate between human and natural hazards, to understand how earthquakes happen, and why volcanoes and hurricanes form, and what people can do to reduce their impact.</p> <p>Unit One- The Challenge of Natural Hazards</p>	<p>-Map skills -GIS skills -Locating places accurately on maps/ using photographs. -Comparing and contrasting. -Annotated sketching -Evaluating -Use of simple and more complex GIS and information gathering techniques.</p> <p>Support in terms of literacy mats and presentation exemplars. Card sorts and writing frames.</p> <p>Indonesia simulation activity</p>	<p>Map/ graph/ sketch production. Use of GIS data. Descriptive writing and reading. Writing for a specific audience (a news report) Presentation. Responsibility. Applying knowledge to an unfamiliar context. Creating videos/ other media using written information.</p>	<p>Map/ graph/ sketch production. Use of GIS data. Descriptive writing and reading. Writing for a specific audience (a news report) Presentation. Responsibility. Applying knowledge to an unfamiliar context. Creating videos/ other media using written information.</p>	<p>What Hazards do the People of Tokyo Face? Students will act out a role play news report to explain how Tokyo faces many natural and human hazards, and how they try to plan for these. Students will need to individually answer an extended question about planning and preparing for hazards in L.A.</p> <p>Formal GCSE-style assessment.</p>

		<p>A01- To investigate how people and places are connected through what we buy, make, and consume.</p> <p>A02-To be able to define what manufacturing and consumerism are, to understand why some countries make and export a lot of goods, whilst others buy and import their goods, to investigate whether global trade is fair.</p> <p>Unit Two- The Changing Economic World Unit Two- The Challenge of Resource Management</p> <p>Unit Three- Organisation of field work.</p> <p>A01/ A02/ A03- To find out why there are economic differences between countries. To know how countries can be classified.</p> <p>This unit will teach students the differences between LICs and HICs, how development indicators can be interpreted, why countries have different levels of development, and will compare a country of choice to the UK.</p> <p>Unit One- The Living World Unit Two- The Changing Economic World</p>	<p>Independent Enquiry -Detective and reasoning -Team work -Decision- making -Research Planning</p> <p>Different numeracy skills will be required to allow students to work out budgets and to produce spread sheets. Students may have simplified data/ decision- making options in order to help them come to a decision. Multiple-choice and completion activities for LA's. Challenge worksheets and evaluation sheets</p> <p>Graph skills -Field work/ Visits -ICT -Decision- making -Project work -Paired work</p> <p>Different numeracy skills will be required to allow students to produce graphs. Students may have simplified data/ decision- making options in order to</p>	<p>Ability to keep to a budget and to plan for short and long-term changes (impact of these changes). Ability to cost a project. Graph skills.</p> <p>Writing to persuade.</p> <p>Writing for an audience.</p> <p>Persuasive writing Team work. Speaking and asking questions to other adults. Use of connectives to explain and analyse</p>	<p>Using evidence to support choices and opinions.</p> <p>Development of understanding about basic human needs and rights. Empathy/ moral responsibility.</p> <p>Sustainability and globalisation</p> <p>Empathy about how different people's lives are because of differences in money and resources.</p> <p>The importance of charity and aid.</p> <p>Knowledge of political institutions such as the United Nations.</p>	<p>Students will be asked to write a report for Primark to recommend changes to improve their working practices in their Asian factories. Students will have a three- year plan to complete and will have a budget and a list of improvements to choose from.</p> <p>Self directed project- a country study. Create a make believe charity based on a country study. Possible countries of study- Haiti. Self and peer assessment.</p> <p>Charity needs to be structured around:</p> <ul style="list-style-type: none"> - Evidence of need - Areas of need - Strategies for improvement/ support <p>Evaluation of strategies</p>
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			help them come to a decision.			
Spring 1	Antarctica- the last Great Wilderness?	<p>A01/ A02- To be able investigate the Antarctic environment and identify key features and processes.</p> <p>To investigate frozen extreme environments- where they are located, why they are found there, and how people and vegetation/ animals can survive there. Adaptation.</p> <p>To investigate the impact of climate change and why Antarctica is a resource in its own right. The Antarctic Treaty. Geopolitics</p> <p>Unit One- The Living World, Resource Management</p>	<p>-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> <p>Differentiation in terms of writing and reading age of source material/ internet information</p>	<p>Descriptive writing and reading. Writing for a specific audience. Cross- curricular support and intervention advice from English. Use of TA support and other adults if available.</p>	<p>Cultural investigation. The importance of sustainability. Perseverance and ability of humans to survive in challenging environments.</p>	<p>Decision-making exercise- should an ice hotel be built in Antarctica? Should any development be permitted?</p> <p>Students use resources to assess the for and against opinions.</p>
Spring 2- Summer 1	Europe- our continent	<p>Ao1- To investigate people and places of Europe, global connections, and the geopolitical changes within Europe.</p> <p>To investigate current and recent socio-economic and geopolitical changes:</p> <ul style="list-style-type: none"> - Russia/ Ukraine link. - Olympics and sport- sustainable development and regeneration of cities like Paris 2024. - Brexit and the impact of this on Europe and the UK. 	<p>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> <p>Differentiation in terms of writing and reading age of source material/ internet information</p>	<p>Graph skills. Writing to persuade. Writing for an audience. Persuasive writing Team work. Speaking and asking questions to other adults. Use of connectives to explain and analyse</p>	<p>Map/ graph/ sketch production. Use of GIS data. Descriptive writing and reading. Writing for a specific audience (a news report) Presentation. Responsibility. Applying knowledge to an unfamiliar context. Creating videos/ other media using written information.</p>	<p>Russia- Ukraine- have geopolitics changed within Europe? Writing task.</p> <p>Design a sustainable Olympic games. Pitch for a European city and justify how this city could benefit from regeneration and investment.</p>

Summer 2	UK landscape study	<p>A01- To examine the formation of different rock types and the processes which shape and alter them (weathering etc)</p> <p>A01/Ao2/Ao3- investigate a glacial landscape and how key glacial features have been formed over time e.g. pyramidal peak, corries, etc</p> <p>A01/ A02/ A03- To understand how physical processes and human actions shape the coastal environment of the UK.</p> <p>To understand how rivers shape the physical environment of the U.K.</p> <p>In this unit, students will investigate how the sea erodes and creates new land, how coasts are used by people, and what can be done to protect people living in these environments.</p> <p>Unit One- The Physical Landscape of the U.K.</p>	<p>VISIT TO CHEDDAR GORGE</p> <p>Focus on fieldwork skills and investigative skills.</p> <p>-Using basic GIS/ satellite data -Map- reading -Decision- making -Sketching Modelling</p> <p>Students will be encouraged to complete tasks at different challenge levels. Model answers and guides will be used to support all students. Numeracy needs will be differentiated according to ability/ challenge.</p> <p>Fieldwork visit- landscape study.</p>	<p>Use of compass, latitude and longitude. Describing how landforms form. Exam- style question interpretation and being able to use evidence to support ideas.</p>	<p>Decision- making and empathy especially concerning the impact of coastal management on local people. Observation. Team work when creating landform models.</p>	<p>Project investigating a landscape in the UK- Upland limestone (karst) River landscape Coastal landscape Granite landscape Glacial landscape</p> <p>Create a tourist resource for the area.</p>