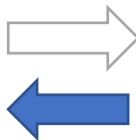


<p><b>INTENT</b></p> <ul style="list-style-type: none"> <li>To inspire in pupils a curiosity and fascination about the world</li> <li>To equip pupils with knowledge about diverse places, people, resources and natural and human environments, and understanding of the Earth's key physical and human processes and how they are in constant change. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</li> <li>Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time</li> </ul>		<p><b>END POINTS</b></p> <ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places – understand the processes that give rise to key physical and human geographical features of the world</li> <li>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</li> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>
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<b>IMPLEMENTATION</b>	<b>KS3 – YR8</b>						
		<b>TERM 1</b> Tectonics –	<b>TERM 2</b> Cold Places (Glaciation)	<b>TERM 3</b> Hot Places (Deserts)	<b>TERM 4</b> Climate hazards	<b>TERM 5</b> Coasts	<b>TERM 6</b> Population & Urbanisation
	Week 1	L1 What is a natural hazard? L2 What is the structure of the Earth?	L1 Global biomes L2 Ice age	L1 What are ecosystems? L2 What is the equatorial climate?	L13 Assessment hot places L14 DIRT	L3 Erosional landforms L4 Land use	Dirt on Assessment coasts L1 How is Earth's population changing? L2 So where is everyone?
	Week 2	L2 What is the structure of the Earth? L3 Why does the Earth's crust move?	L3 What is a glacier? L4 How do glaciers shape the land?	L3/3a Tropical rainforests L4 Mediterranean climate	L1 How does a hurricane form? L2 Case study: Irma	L5 FAR Newquay L6 Storm surge	L3 Predicting population growth. L4 How is the UK's population growing?
	Week 3	L4 What are the different types of plate margin? L5 & 5b FAR Can we journey to the centre of the Earth?	L5 How do glaciers create erosional landforms? L6 How do glaciers erode the land?	L5 Mediterranean vegetation FAR L6 Hot Deserts	L3 Prepare and prevent - hurricanes. L4 Floods and droughts – causes and impacts	L7 Coasts under threat L8 Protecting the coast	L5 Push and pull factors. L6 Managing urbanisation
	Week 4	L5 & 5b FAR Can we journey to the centre of the Earth? L6 What are Earthquakes?	L7 FAR Depositional features L8 Case study: The Lake District	L7 How do plants and wildlife adapt to live in deserts? L8 Desert landforms	L5 Case study – drought in Kenya FAR primary and secondary impacts of droughts L6 DIRT & floods	L9 Revision L10 Assessment	L7 Building sustainable cities. L8 Land use in urban areas
	Week 5	L7 What are volcanoes? L8 What is a tsunami? Case Study	L9 Why are our glaciers important? L10 Why is Antarctica important?	L9 How to survive in the desert. L10 Opportunities in the desert	L7 Wildfires - causes L8 Wildfires case study - Canada		L9 Urban regeneration FAR L10 Revision (for end of year exam)
	Week 6	L9 Case study – Sichuan Earthquake L10 Tectonics revision	L11 Protecting Antarctica L12 Revision	L11 Desertification L12 Revision	L9 Assessment CLIMATIC HAZARDS L10 DIRT on assessment		L11 Revision for end of year exam) L12 End of year exam
	Week 7	L11 Tectonics assessment L12 DIRT on assessment	L13 Assessment L14 DIRT on assessment & Attenborough doc on arctic		COASTS L1 Waves and tides L2 Coast erosion		L13 DIRT L14 Assessment
	Week 8	L13 News report role play					
	<b>Progress &amp; assessment</b>	FAR – whole class feedback Lesson 5 Assessment L12	FAR – whole class feedback Lesson 6 Assessment L12	FAR – whole class feedback Lesson 5 Assessment L13	FAR – whole class feedback Lesson 5 Assessment L9	FAR – whole class feedback Assessment L10 FAR marked	<b>End of year exam</b>  FAR – Lesson 5 End of year exam
	<b>Homework</b>	Set every 2 weeks: • Spell Tier 3 words • Educake quizzes (saved as templates) • Tectonics 1 • Tectonics 2 Earthquakes • Tectonics 3 – preparing for Earthquakes	Set every 2 weeks: • Spell Tier 3 words • Educake quizzes • Glaciation 1 glaciers and erosion • Glaciation 2 erosional processes and landforms	Set every 2 weeks: • Spell Tier 3 words • Educake quizzes	Set every 2 weeks: • Spell Tier 3 words • Educake quizzes	Set every 2 weeks: • Spell Tier 3 words • Educake quizzes	Set every 2 weeks: • Spell Tier 3 words • Educake quizzes
<b>Key Vocabulary/literacy opportunities</b>	Tier 2 Tier 3 words at the beginning of every lesson	Tier 2 Tier 3 words at the beginning of every lesson	Tier 2 Tier 3 words at the beginning of every lesson	Tier 2 Tier 3 words at the beginning of every lesson	Tier 2 Tier 3 words at the beginning of every lesson	Tier 2 Tier 3 words at the beginning of every lesson	
<b>Connected Knowledge</b>	Y7 – Intro to Geog/Planet Earth Y7 – Ice Ages	Y7 – Climate change	Y7 – Climate change	Y7 – Climate change Y7 – Map Skills	Y7 – Map Skills	Y7 – Settlement Y7 - Development	
<b>IMPACT</b>	Students will be able to measure progress using tracking sheets in exercise books and folders. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.						

<b>British Values</b>	All key aspects of British values are taught through this Year 7 curriculum –  Respect and tolerance collaborative group work in lessons decision making activities / map work responsibility- learners recognise how others their actions can affect others in a global context – sustainability Respect and tolerance – recognising different groups that come together to make up the UK - migration Urbanisation urban population growth equality understanding of how inequality impact on society and level of development
<b>Key Vocabulary/literacy opportunities</b>	Glossary & Keyword to emphasise key geographic terminology. Tier 3 vocabulary in lesson ppts tier 2 vocabulary in lesson ppts Guided reading used in lessons for comprehension as well as paired reading, reading individually and as a class Examples include story boards, news articles, textbooks reading geographical sources these are used in all topics in each term
<b>Cultural Capital</b>	Understanding their national and geographical context and the physical environment through the study of maps and case studies An understanding of problems facing the planet such as pollution and strain on resources as population increases issues for cities An appreciation of the country we live in and how human and physical geography contributes to the heritage of the British Isles natural processes and landmarks glaciation / coasts To understand how physical processes creates landforms e.g. rock cycle weathering and erosion glaciation coasts To understand migration over time and how this has led to a diverse British culture. In cities
<b>Spiritual moral and spiritual and cultural development</b>	Learners recognise their role as global citizens Understanding and appreciation of cultural and religious groups that make up the diverse population of the UK Urban unit Show a interest in investigating and offering reasoned views about ethical issues and the ability to understand and appreciate the viewpoints of others Working with others – develop social skills working with other pupils in a range of contexts