ABINGDON

KS3 Geography

YEAR GROUP/PATHWAY: KS3		SUBJECT AREA: GEOGRAPHY	
	Year 7	Year 8	Year 9
Autumn	Climate	Types of settlement	Natural Hazards
Knowledge	Core ● What is climate? ● What is the British climate? ● Climates of the world ● Biomes Extended:	Core: ● What is a settlement? ● What is a rural settlement? ● Advantages of rurality ● Disadvantages of rurality ● Case study - Bore Place Farm, Edenbridge ● What is an urban settlement? ● Land use patterns within urban areas ● Advantages of urbanity ● Disadvantages of urbanity ● Case study: Crawley Extended:	Core: ● Volcano types ● Topography of volcanoes: 2D and 3D representations ● Case study – the impact of volcanic eruptions ● What causes an earthquake? ● Measuring the intensity of an earthquake ● Comparison of impact of an earthquake in an LEDC and a MEDC ● What is a Tsunami? ● ● Case study of the 2009 Indian ocean Tsunami – short term and long term Impact of the 2004 Indian Ocean Tsunami Extended:

	Impact of climate change on the world	●	
Skills/purpose	*Core:* Can define 'climate' Can identify a similarity and difference between climates of Africa and Europe Can identify a basic reason for a difference in climate between a country of Africa and Britain Can differentiate between 'weather' and 'climate' Can identify a similarity and difference between climates of 2 different locations, e.g. Africa and Europe Can identify 2 basic reasons for variations in climate between 2 different locations	Core: Can use provided visuals, i.e. aerial and ground photos, to answer a question about rural settlements Can express simple opinions about rural settlements and recognise others may think differently Can pose a simple geographical question to investigate a problem of/for a rural locality, e.g. of Bore Place Can pose a geographical question to investigate a problem of/for a rural locality, *Extended:*	Core: Can begin to ask a relevant question about volcanoes which can be investigated by using observation and/or sources Can begin to suggest relevant sources which would help an investigation on volcanoes Can independently consider a relevant question which would add to their knowledge of earthquakes, and which can be investigated using sources Can begin to suggest relevant sources which would help an investigation on volcanoes Can suggest relevant sources which would help their investigation of Tsunamis *Extended:*
Vocabulary	climate, climate zones, Polar, Tropical, temperate, Equator. The Tropics	Advantages, Disadvantages, site, situation, rural, factors, patterns, similarities, differences, rural, countryside, hamlet, village, organic, factors, location, links, inner city, suburbs, countryside, outer suburbs, CBD, urban	Eruption, dormant, active, extinct, Earth's Crust, magma (chamber), ash cloud, lava, shield volcano, stratovolcano, 2D, 3D, Moment Magnitude Scale, MEDC, LEDC, impact, measure, tsunami
Outdoor Learning suggestions	Outside starters - recognising weather patterns		

Spring	Teaching locational knowledge using atlases, maps and globes with a focus on Africa and Asia	The Environment: Energy and resources	Population and Migration
Knowledge and *purpose*	Core: ● What do you use a globe for? ● Virtual globes and how to use them ● Latitude and longitude: How to find somewhere or someone on Earth ● What is a world atlas used for? ● Index and contents page ● Using an atlas to compare man-made and geographical features of the World (comparison of European to African/Asian features) Extended:	Core: ● What is the environment? ● Non-renewable energy: The Weald Basin gas and oil fields ● The advantages of non-renewable energy ● The disadvantages of non-renewable energy ● Case study: Fukushima Incident, 2011 ● What is renewable energy? ● UK examples of renewable energy: Solar, tidal and wind energy ● The advantages of renewable energy: wind energy ● The disadvantages of renewable energy: wind energy ● Case study: London Array Wind Farm Extended:	Core: ● Where do most people live: Population distribution and density ● Where do most people live in Britain: British population distribution and density ● Reasons for world population growth ● A comparison of population structure in two locations of the world ● Types of migration – voluntary migrations ● Why do people want to migrate? Push and pull factors ● Case Study – Polish migration into Britain ● Types of migration – involuntary migrations ● Causes of forced migrations ● Internal and external migration ● Case study – Haitian earthquake Extended:

| Skills/purpose | *Core:* Can use a globe to identify 7 continents and 5 oceans

Can navigate Google Earth pro to investigate several locations in Africa and Asia

Can understand that latitude and longitude can be used on a globe to find locations

Can correctly label latitude and longitude on a globe

Can use a contents page to locate continents in a world atlas

Can use an index to locate a country of the world in an atlas | *Core:*
Answering simple locational questions on the local area and of the UK, e.g. Weald Basin
Can answer more detailed questions on features of the UK

Can give some simple ideas as to what changes to people and places may result from the location of non-renewable energy sources

Can give some simple ideas as to what impact such changes may have on the people and environment

Can give a basic explanation of the changes to people and places may result from the location and use of non-renewable energy sources

Can give a basic explanation of the impact on people and places as a result of the location and use of non-renewable energy

Can show some understanding of links between environments and people | Core:

Can produce a series of factual questions on population and prepare matching answers, using IT.

I can describe at least one difference between the population in LEDCs and MEDCs

I can recognise and begin to explain a reason for changes to the world population over time

I can describe migration and describe a group of people who migrated

I can recognise and explain a reason for migration, including Polish migration to Britain

I can describe the difference between involuntary and voluntary migration

I can give a reason for internal and external migration and explain it

Extended: |

		Can begin to explain several reasons for the process of change from non-renewable to renewable energy Can give a basic explanation of an impact of a change from non-renewable to renewable energy on the environment and people Can describe a link between (non-)renewables, where these are found/located, and the location of settlements	
Vocabulary	Globe, Continent, countries, regions, counties, equator, Tropic of Cancer / Capricorn, latitude, longitude atlas, booklet, built-up areas, contents page, features, index page, national parks point of interest	Link, basin, environment, Gas/oil fields, non-renewable energy, natural resources, fossil fuels, pollution. renewable energy, solar, wind, tidal, solar panels, wind turbines / farms, turbine, Developed, developing countries, energy source, energy-efficient, insulation, low-cost, local, reduce energy, eco-friendly,	MEDC, LEDC, population, distribution, growth, Permanent, emigrate, immigration, region, abroad, voluntary, rural, urban, push & pull factors, famine, 'brain drain', shortages, racism, flee, Humans, natural causes, fear, refugee, asylum-seeker, internally, resettlement
Outdoor Learning suggestions		Visit to Rampion Offshore wind	Visit to the migration museum
Summer	**Tourism and its impact on the environment**	**Rivers and Water**	**Fieldwork**
Knowledge	Core: ● What is tourism? ● Types of tourism	Core: ● What are stores of water? ● The Water Cycle	Core: ● interpret Ordnance Survey maps in the classroom and the field including

	• Case study – Safari holidays • What is an impact of tourism? • Positive impacts of tourism in Volcanoes National Park, Rwanda • Negative impacts of tourism in the Volcanoes National Park, Rwanda • What is sustainable, responsible and ecotourism? • Managing sustainable tourism: Kwitonda Lodge, Volcanoes National Park Extended:	• Features and characteristics of rivers • Stores of water in the locality • River landforms in the Upper course • River landscapes in the Middle course • River landscapes in the Lower course • What is flooding? • What is flood management? • Case Study - Thames Tideway (Flood Management) Extended:	using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs • use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. Extended:
Skills/Purpose	*Core:* Can give a simple definition of tourism Can identify several types of tourism, i.e. seaside, safari, adventure, city break Can recall a feature of one type of tourism Can give a definition of impact in geographical terms Can describe a positive and negative impact of tourism Can distinguish between a human and a physical impact of tourism	*Core:* can use simple diagrams and photos to label key geographical information can make a simple observation about the locality's sources of water can use simple diagram and photos to express an opinion about the local area's stores of water can respond to several questions using geographical sources	Core: *Be able to apply knowledge to practical geography studies.* *Extended:*

	Can define sustainable tourism Can recall some details about other countries and continents: Rwanda, Africa Can identify examples of sustainable tourism in a key location, e.g. Rwanda *Extended:*	can make an observation on a course of water can express an opinion about river landforms Can begin to ask a relevant question which can be investigated by using observation and/or sources Can begin to suggest relevant sources which would help an investigation of a question *Extended:*	
Vocabulary	Holiday, industry, travel, leisure, safari, seaside, souvenir, tourism attraction, damage, hunting, impact, national park, overcrowding, Savannah, services. environment, conservation, privately owned, quarry, conflicts, erosion, sustainable	The water cycle, evaporation, condensation, precipitation, store of water, tributary <u>Upper, middle, lower, landform,</u> Pumping station, sewage, waste, stormwater	
Outdoor Learning suggestions	potential visit to London	Visit to River Thames	Mapping local community