

	Term 1		Term 2		Term 3	
	Weeks 1-7	Weeks 9-15	Weeks 18-24	Weeks 26-30	Weeks 32-38	Weeks 40-46
	MY AMAZING WORLD	MY LIFE, YOUR LIFE	HAZARDOUS EARTH	SHRINKING WORLD	THREATENED PLANET	A WORLD OF DECISIONS
Year 7	<p>Introducing Britain’s Geography Look at it this way: What are your views on landscape?</p>	<p>Moving stories: Who do you think you are? Why is the population of the UK changing?</p>	<p>Future Floods: Can Geographers make a difference?</p>	<p>Geography and Sport: How does sport link people and places around the world?</p>	<p>Rainforest: Should we save the rainforests?</p>	<p>Weather and climate: Shorts or trousers? Where would you locate a new bench at Becket Keys?</p>
	<p>An introduction to the Geography of the British Isles through amazing landscapes and mapping. This introductory unit hopes to capture students’ interest in Geography and stimulate a sense of wonder about the world. It begins by setting out the key concepts and topic areas that students will cover in their KS3 Geography course and beyond. Students locate their place in the world using maps of a variety of scales. They then focus on the geographer’s view of Britain; through photographs and virtual tours in search of different types of geographical landscapes. Students understand how to (re)present their Geography throughout the unit using words, mental maps, sketch maps and photographs. They are encouraged to consider their emotional response to landscapes and frame their own good geographical questions about what they see and hear. These questions will be answered throughout the KS3 course.</p>	<p>Students will learn about population change through the stories of real people moving to or from real places, out of the UK or into it. This enables them to make connections with other places. After considering the multicultural nature of British identity, an issue based approach will encourage students to think critically about population issues and become better informed citizens.</p>	<p>Students are introduced to the processes and landforms along the course of a river. Students encounter images and headlines that scream ‘disaster’. It is vital that they learn to make sense of what is happening in their world. After defining and classifying natural hazards, students are challenged to find a solution to the hazard of flooding using a wide range of geographical skills. Using case study examples of places at different levels of economic development, they compare and contrast the causes, affects and responses to flooding.</p>	<p>Sport has strong links to Geography, through the environment and locations in which it is played, the flow of sports teams and players as well as the flow of sports goods. Students put on their football boots and earn and spend millions. They then have to make a reality check as they visit Pakistan to see how the people who hand-stitch footballs are exploited. Considering the legacy of the Olympics, students also explore how sports venues can be used to regenerate an area.</p>	<p>After a brief introduction to the climate of different biomes, students focus on the rainforest; one of the most biodiverse ecosystems. They will gain an appreciation of the importance of the rainforest. Students will explore how the rainforests grew and adapted to the hot wet climate. They will learn how the rainforest is being destroyed by logging, mining, cattle ranching and farming and the schemes to save it. They look at sustainable uses of the forest.</p>	<p>Have you ever wondered why it rains and where all the rain water goes? Why, when the weather here is great, is it often great for five or more days? Why does the Caribbean have much nicer climate than ours? As well as finding the answer to these and many more questions, students will carry out their own microclimate enquiry and analyse weather data.</p>
ICT	<p>Use of a variety of digital maps Creating your own land use model using Google Earth Movie making</p>	<p>Concept of GIS introduction: overlay of population features on a map – data handling</p>	<p>Leaflets for homeowners in flood prone areas Annotation of online flood map Virtual field trip Production of management plans which might lead to a sustainable future</p>	<p>Research</p>	<p>Research Report for travel magazine</p>	<p>GIS – Finding the best place to locate a new bench in the school grounds. Use of digital camera and environmental sensors. Presentation of enquiry.</p>

Year 8	Rich world, Poor World: What is development and how do we tackle the development gap?	Into Africa: How are our lives connected to Africa?	Mapping Crime: Why is it easier to commit crimes in some places than others?	Tourism: Good or bad? Paradise Lost?	People and planet: Too many people? What is the impact on our planet?	Where should we get our energy?
	The globe is the only true representation of our planet. Students begin by deciding what makes a fair world map. Students use the development compass rose to help them ask smart questions. They consider what is development and how can we measure it? How did the development gap grow? What factors make countries rich or poor? This unit raises important questions about global citizenship and the importance of money for quality of life (and happiness).	Africa is extremely diverse continent, geographically, culturally, religiously and politically. It is also highlights global inequalities; with poverty for many and prosperity for a few. In this unit, students begin to make connections between their lives and peoples' in Africa. Students investigate a range of topics and issues that are likely to be relevant to them: holidays, shopping, football, mobile phones and Comic Relief. They consider how issues of global change, such as HIV/Aids, affect the UK and Africa.	Students decide whether their local area is a 'risky' place, before focusing on the human risk posed by crime. They explore how the built environment can encourage or deter crime and how today, town planner, developers, architects and landscape architects work with the police to 'design out crime' from the environment. Students learn how mapping and GIS are increasingly used by police for building up pictures of crime hot spots. They also help in identifying vulnerable areas.	Tourism is the world's largest and fastest growing industry. It can change a place for better or worse. After introducing tourism and key terminology, students consider two contrasting case studies. They start by exploring Britain's National Parks before joining the passengers of row 15, flight 917 to Thailand. Students also consider the ethical issues and responsibilities associated with tourism.	Our numbers are growing fast, so where is everyone? What is the impact on our planet? Students will study how the world's population has grown and why, factors that influence the distribution of population around the world, the pressures our growing numbers place on the Earth's resources as well as our impact on other living things.	Is oil really running out? How different would the world be without it? Should we find alternatives? Students will consider the pros and cons of 'alternative' energy and give convincing points of view.
ICT	GIS - Is the Brandt Line still relevant when analysing global disparity? Using Gapminder data base.	Research – range of topics and issues	GIS application - Using GIS to map different aspects of crime – BBC clips	Use of Interactive maps Production of educational leaflet about Thailand	Research and use of on-line population clocks	Research and presentation GIS - Where should the wind farm be located?
Year 9	Dramatic Coasts: Why are our coastlines changing?	Rise and rise of China: Where does China go from here?	Our restless planet: Volcanoes, earthquakes and Tsunamis	Globalisation: The Global 'village'	My footprint on the world: As the Earth struggles to support us, what can we do? What difference can we make to the climate?	Mapping festivals: Where would you site a festival?
	Students fly round the coast of Britain in a RAF Hawk at incredible speed. As breath taking scenery flashes by, the formation of the coastline is explained as well as the legends that haunt it! They learn about coastal processes, landform and management. Students learn how and why our coastline changing. In addition, they learn to empathise with different interest groups faced with a rapidly retreating coastline. Students will complete a fieldwork investigation in the style of a controlled assessment (practicing skills they will need for their GCSEs).	Students study China as a place that is experiencing rapid change, an emerging super power; an example of the dynamic nature of Geography. They consider the similarities and differences between the UK and China, and how and why these may change in the future. They investigate the key concepts of interdependence and sustainability. China exemplifies how economics and politics interact, nationally and internationally.	In this unit students will learn about the patterns and processes associated with volcanoes, earthquakes and tsunamis. They compare the impact and response to of this types of activity on More and Less Developed Countries.	Goods, companies, information, jobs and fashions are moving more and more easily around the world. The world is shrinking! Some say we live in a global 'village'. Students learn how they are linked to real people all over the world through the things they and their families buy. Students develop an understanding of the global nature of economic activity and development through a study of the global fashion industry. They look the benefits and problems globalisation may bring. They consider the moral, ethical and environmental issues associated with the global trade in consumer They finish the unit by considering how fair trade rules would help Less Developed Countries escape from poverty.	Students are encouraged to link their lives to the global implications of climate change and think about the future. This unit removes the 'fear factor' and 'blame culture' that surrounds the issue of climate change. Students need to be aware of the impact their decisions may have and the changes, as well as challenges, that they will face throughout their lives. A case study on Antarctic is included.	This module allows students' to 'brush up' on their map skills through the contemporary topic of Music Festivals. By providing a thematic approach to the teaching of map skills, students are able to develop a variety of map skills as well as using maps to explore wider issues in relation to festivals, such as environmental impacts and flooding. Students can engage with maps at a wide range of scales and building on their map interpretation skills. This module also provides opportunities for decision making, group work and engagement with a variety of relevant, online resources.
ICT	GIS - What processes are affecting the Holderness coastline?	Research and review of Chinese information websites Study of Worldmapper maps	GIS - What is the global pattern of tectonic activity?/Decision making exercise Use of online animations for plate boundaries	GIS – How does a global company operate? Using publisher to design a newspaper article – Who is the fashion victim?	Use of Carbon calculator website Creation of a short film – facts about climate changer Computer design package my sustainable home for the future	Use of Google Earth, Google maps and Ordnance Survey Annotated map of their own festival site – based on their knowledge of settlement, site and maps