



# Lesson content and skills overview for students and parents



Faculty	Humanities	Subject	Geography
Years:	Yr7 and Yr8	Course:	KS3

Time	Content	Skills	Assessment	Useful links
<b>Year 7 Autumn</b>	<p><b><u>Location, Location, Location</u></b> In this unit students will be studying and applying map skills such as grid references, distance and scale. Students will also be developing and applying atlas skills to improve their knowledge of place around the world.</p> <p><b><u>Weather and Climate</u></b> In this unit students will be studying climate zones with a focus on the UK climate and how this climate impacts on the UK. This leads onto the process of climate change and the effects of climate change around the world.</p>	General map skills including grid references and scale. Photo and map analysis skills are also covered as well as extended writing to include looking at social, economic and environmental impacts.	<p>1. Elephant Challenge</p> <p>2. Weather and Climate</p> <p>Both are timed, in class tests at the end of each unit.</p>	<p><a href="https://www.ordnancesurvey.co.uk/mapzone/map-skills">https://www.ordnancesurvey.co.uk/mapzone/map-skills</a></p> <p><a href="http://www.bbc.co.uk/bitesize/ks3/geography/geographical_enquiry/geographical_skills/revision/1/">http://www.bbc.co.uk/bitesize/ks3/geography/geographical_enquiry/geographical_skills/revision/1/</a></p> <p><a href="https://www.bbc.com/education/topics/zx38q6f">https://www.bbc.com/education/topics/zx38q6f</a></p> <p><a href="https://www.metoffice.gov.uk/learning">https://www.metoffice.gov.uk/learning</a></p>

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<p><b>Year 7 Spring</b></p>	<p><b><u>Sustainable Living</u></b>            In this unit students will be studying how our cities are unsustainable and how our cities and homes can be made more sustainable. Examples include eco-homes, renewable energy and sustainable transport.</p> <p><b><u>Antarctica</u></b>            In this unit students will be studying the continent of Antarctica. Students will be covering location, processes and pressures within this unique habitat as well as developing teamwork and decision making skills.</p>	<p>The concept of sustainability is introduced and extended writing is developed further along with the use and interpretation of sources.</p>	<p>1. Sustainable Living</p> <p>2. The Future of Antarctica</p> <p>Both are timed, in class tests at the end of each unit.</p>	<p><a href="https://www.bbc.com/education/guides/zn_mnb9q/revision/1">https://www.bbc.com/education/guides/zn_mnb9q/revision/1</a></p> <p><a href="http://www.bbc.co.uk/bitesize/ks3/geography/places/antarctica/revision/3/">http://www.bbc.co.uk/bitesize/ks3/geography/places/antarctica/revision/3/</a></p> <p><a href="https://www.bas.ac.uk/">https://www.bas.ac.uk/</a></p>
<p><b>Year 7 Summer</b></p>	<p><b><u>Cuckmere Haven</u></b></p> <p>In this unit students will be studying the geology of the South Downs and river and coastal processes. We will then apply what we have learnt in class to the field with a visit to Cuckmere Haven. Students will then use the data collected in class to make decisions about the future of Cuckmere Haven.</p>	<p>Application of class work into the field with our trip to Cuckmere. On our return, the skills of processing and analysing data along with drawing conclusions is developed.</p>	<p>Non Assessed Unit</p>	<p><a href="https://www.nationaltrust.org.uk/cuckmere-valley">https://www.nationaltrust.org.uk/cuckmere-valley</a></p> <p><a href="http://www.cuckmerehavensos.org/">http://www.cuckmerehavensos.org/</a></p> <p><a href="https://www.bbc.com/education/topics/z6bd7ty">https://www.bbc.com/education/topics/z6bd7ty</a></p> <p><a href="https://www.bbc.com/education/topics/zs92tfr">https://www.bbc.com/education/topics/zs92tfr</a></p>

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<p><b>Year 8 Autumn</b></p>	<p><b><u>Tectonic Hazards</u></b> In this unit students will be studying how the earth is made and the processes which are the driving force behind the formation of volcanoes and earthquakes and the impact they have on the world around us. Students will then apply their knowledge to make decisions about the future of Montserrat.</p> <p><b><u>Ecosystems</u></b> In this unit students will be studying the processes within the tropical rainforest and the social, economic and environmental value of the tropical rainforest as well as how the tropical rainforest can be managed with a focus on ecotourism as a management technique.</p>	<p>The concept of sustainability is built on as well as developing a greater awareness of physical processes and the interaction between these processes and people.</p>	<p>1. Montserrat</p> <p>2. Ecotourism</p> <p>Both are timed, in class tests at the end of each unit.</p>	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/volcanoes_rev6.shtml">http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/volcanoes_rev6.shtml</a></p> <p><a href="http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/plate_tectonics/revision/1/">http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/plate_tectonics/revision/1/</a></p> <p><a href="https://www.bbc.com/education/topics/ztgw2hy">https://www.bbc.com/education/topics/ztgw2hy</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/ecotourism_rev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/ecotourism_rev1.shtml</a></p>
<p><b>Year 8 Spring</b></p>	<p><b><u>Making Trade Fair</u></b> In this unit students will be studying the role of the flower trade within Kenya and the economic and social impact of trade on the country. Students will then study the role of fair trade and the economic and social impact fair trade has within low income countries.</p> <p><b><u>Water, Health and Wealth</u></b> In this unit students will be studying how water is used in high income countries and low income countries and the impact of unsanitary water on people, the economy and environment.</p>	<p>The concept of development is introduced as well as building on the links between social and economic interactions. Students analyse data and sources to draw their own conclusions on these topics.</p>	<p>1. Fair Trade</p> <p>2. Water, Health and Wealth</p> <p>Both are timed, in class tests at the end of each unit.</p>	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/development/trade_rev2.shtml">http://www.bbc.co.uk/schools/gcsebitesize/geography/development/trade_rev2.shtml</a></p> <p><a href="https://www.fairtrade.org.uk/Farmers-and-Workers/Flowers">https://www.fairtrade.org.uk/Farmers-and-Workers/Flowers</a></p> <p><a href="https://www.wateraid.org/uk/">https://www.wateraid.org/uk/</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/water_rivers/water_usage_rev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/geography/water_rivers/water_usage_rev1.shtml</a></p>

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<p><b>Year 8 Summer</b></p>	<p><b><u>Superpowers</u></b>            In this unit students will be studying the role of economics and politics in today's society. Students will study the main factors required to be considered a superpower and then apply this knowledge to make informed decisions about the superpowers of today and tomorrow's potential superpowers.</p> <p><b><u>Field work and Places</u></b>            In this unit students will be studying the human and physical characteristics of Russia and India as well as conducting a micro climate study around the school site. Students will present and analyse the data before making an informed conclusion.</p>	<p>Data presentation and analysing skills are developed further along with the use of sources to identify the future patterns and impacts.</p>	<p>Both are non assessed units</p>	<p><a href="http://www.bbc.co.uk/bitesize/ks3/geography/places/contrasts_within_continent/revision/3/">http://www.bbc.co.uk/bitesize/ks3/geography/places/contrasts_within_continent/revision/3/</a></p> <p><a href="http://mygeographybsb.weebly.com/superpowers.html">http://mygeographybsb.weebly.com/superpowers.html</a></p> <p><a href="http://www.metlink.org/secondary/key-stage-4/microclimates/">http://www.metlink.org/secondary/key-stage-4/microclimates/</a></p> <p><a href="https://study.com/academy/lesson/mapping-the-physical-human-characteristics-of-south-asia.html">https://study.com/academy/lesson/mapping-the-physical-human-characteristics-of-south-asia.html</a></p> <p><a href="https://study.com/academy/lesson/mapping-the-physical-human-characteristics-of-russia-central-asia.html">https://study.com/academy/lesson/mapping-the-physical-human-characteristics-of-russia-central-asia.html</a></p>