

Landgate School Key Stage 3 Geography Long Term Planning

Key Stage 3		<p>Key stage 3 Intent: Learners extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way learners will continue to enrich their locational knowledge and spatial and environmental understanding.</p>		
		<p>Key Stage Opportunities: At Landgate each learner is identified a learning flight path. Each learner is set an aspirational target and an individual learning plan to develop a sense of identify through understanding Britain and the wider world. Teaching methods include those related to drama, music, and art, and sensory exploration, interpretation of pictures, artefacts and photographs. Learners take an active role in their own learning through peer assessment, self-assessment and through taking part in discussions with their peers.</p>		
		Year A	Year B	Year C
Key Focus:		<u>Africa</u>	<u>Russia</u>	<u>Asia (including china and India)</u>
Focus 1	Vocabulary and Knowledge:	<p>Continent, countries, city, village, river, ocean, coast, animals, safari</p> <p>Extend locational knowledge of the world focusing Africa</p> <p>Focusing on their environmental regions including deserts , key physical and human characteristics, countries and major cities</p>	<p>Europe, Russia, human geography, physical geography, climate, weather, biomes, industry</p> <p>Extend locational knowledge of the world focusing on Russia Know the continents of the world and identify them on a map Know where Russia is and its capital city is located Know the key human and physical features of Russia and Moscow and other major cities Know about the climate of Russia</p>	<p>Continent, countries, human geography, physical geography, climate, weather, biomes</p> <p>Extend locational knowledge of the world focusing on Asia</p> <p>focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>
	Key Skills:	<p>Map skills, identify physical and human features of places Ask and answer questions Communicate geographical information using maps and writing.</p>	<p>Use map skills to deepen spatial awareness of the world's countries using maps Identify key human and physical features of Russia and its major cities</p>	<p>Locate Asia on a world map and explore the features and characteristics of the continent.</p> <p>Ask and answer questions about environmental regions, key features Communicate geographical information using maps and writing.</p>

	Key Opportunities:	Investigate artefacts related to Africa Research physical and human features of places Use symbols to answer questions Visit a safari park	Virtual tours Watch video clips Research human and physical features Create Russia sensory/ investigation station	Virtual tours Watch video clips Research human and physical features Create fact file about chosen country Create sensory tray/ investigation station
Focus 2	Key Focus:	<u>Region within Africa</u>	<u>International Development and Economic Activity</u>	<u>Region in Asia</u>
	Vocabulary and Knowledge:	Region, country, compare, UK, Africa, same, different, house, food, lifestyle understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa	Job, industry, earn, employment, unemployment , economic activity – primary, secondary, tertiary and quaternary sectors Begin to develop an understanding of reasons why people work Begin to understand what a job sector is Understand that some jobs get paid more than others. Understand what the economy is Find out about some of the different jobs people can do in other places around the world, focusing particularly on jobs relating to trade. Know that some children in poorer countries have to work to support their families	Region, country, compare, UK, Asia, same, different, house, food, lifestyle understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia
	Key Skills:	Map skills, identify physical and human features of places and compare to the UK Use and interpret a range of sources including maps, diagrams, globes, aerial photographs and Geographical information systems. Ask and answer questions	Identify different types of jobs Identify the main job sector Name some industries and notice that different countries have different industrial strengths. Identify some of the major industries of the UK. describe some of the ways in which people in other countries earn a living	Map skills, identify physical and human features of places and compare to the UK Use and interpret a range of sources including maps, diagrams, globes, aerial photographs and Geographical information systems. Ask and answer questions
	Key Opportunities:	Investigate a region of Africa and compare it to the UK use ICT to communicate the information.	Create job adverts for different jobs around the world Role play job interviews or jobs	Investigate a region of Asia and compare it to the UK use ICT to communicate the information.

Focus 3	Key Focus:	<u>Population and Urbanisation</u>	<u>Rivers</u>	<u>Climate Change</u>
	Vocabulary and Knowledge:	<p>Population, migration, culturally diverse, brownfield sites, carbon neutral, green space, infrastructure, census, regeneration, sustainability</p> <p>Begin to develop knowledge of world population distribution Understand why some places are more densely populated than others Develop understanding of why less people live in very hot or very cold climates Develop knowledge and understanding of population change over time Begin to understand urbanisation and how it impacts on human and physical geography</p>	<p>River, course, basin, drainage, waterfall, meander, floodplains</p> <p>Extend previous knowledge of Rivers including:</p> <ul style="list-style-type: none"> • Drainage Basin • The long profile of a river and how these changes from source to mouth. • Make links between the physical processes and how this changes the landscape. • Upper course of a river key characteristics- formation of a waterfall. • Middle course- formation of a meanders • Lower course- floodplains, levees, use of land • Flooding case study 	<p>Weather, climate, world, hot, cold, change</p> <p>Changes in climate from ice age to the present</p> <p>Develop knowledge of what climate is and how it is changing Begin to understand why it has changed</p> <p>Difference between weather and climate</p> <p>Making links between knowledge and understanding to investigate the UKs weather and why is so unpredictable</p>
	Key Skills:	<p>Use a range of sources to collect, analyse and communicate data. Communicate geographical information using maps, numerical and quantities skill and writing. Ask and answer questions about population and how it has changed</p>	<p>Communicate facts about rivers Identify parts of rivers with increased independence Ask and answer questions about rivers in the UK and around the world</p>	<p>Identify climates around the world Begin to identify how these have changed over time Identify weather around the UK and compare different places</p>
	Key Opportunities:	<p>Research different climate area and communicate why people live or don't live there. Sensory activities related to weather and climate Watch video clips</p>	<p>Visit rivers in different area round school e.g. river Douglas in Wigan and a river in the countryside</p>	<p>Ice experiments – put ice in different places or use a hair dryer and see what happens Watch video clip Carry out independent research</p>

Focus 4	Key Focus:	<u>Middle East</u>	<u>Global resources</u>	<u>Weather and Climate</u>
	Vocabulary and Knowledge:	<p>Middle East, gulf, desert, grassland, scrub, tradition, culture, conflict, tourism</p> <p>focusing on the environmental regions, including hot deserts, key physical and human characteristics, countries and major cities</p> <p>Know where the Middle east is Know why oil is important</p>	<p>Resources, unequal, food, supply chain, farming, location, life,</p> <p>What are resources and their importance Global distribution of resources establishing patters and using locational knowledge Why is the world unequal and the consequence of food inequality Making links between location, resources, quality of life and development Food provisions in the UK- over nutrition in the UK and health inequality Resource supplies in the UK The UK energy mix- challenge and opportunity</p>	<p>Weather, climate, change, temperature, location, human, plants, animals, adaptation</p> <p>Begin to understand how climate zones are created and influence the ecosystems found within them. Aspects that help to create the UK's temperate climate the features and processes that operate on a more local level consider how elements interact to create the weather we experience</p>
	Key Skills:	<p>Identify where the middle east is and countries that make up the middle east. Interpret a range of sources including maps, diagrams, globes and atrial photographs. Communicate geographical information in a variety of ways, including maps and writing</p>	<p>Communicate facts about resources and there distribution Share ideas and communicate understanding of food and health in the UK Begin to use figures to interpret data and use evaluative skills to form a judgement</p>	<p>Identify climates and begin to understand how these different climate are created. Identifying how humans, plants and animals adapt to survive in particular environments.</p>
	Key Opportunities:	<p>Virtual tours Watch video clips Artefacts Maps</p>	<p>Visit a farm or supermarket and investigate where our food comes from Watch video clips Carryout own research</p>	<p>Virtual tours Watch video clips Create a weather station or weather diary</p>
Focus 5	Key Focus:	<u>Local Environment Study</u>	<u>Glaciation and Global Challenge</u>	<u>Rainforests</u>
	Vocabulary and Knowledge:	<p>Grid reference, scale, ordnance survey, map, longitude, latitude, key, direction, bearing</p>	<p>Glaciation, freeze-thaw, erosion, glacier, landforms, climate change, global warming</p> <p>Develop knowledge and understating of:</p> <ul style="list-style-type: none"> Glaciation formation and processes. 	<p>Rainforest, buttress roots, biome, biodiversity, agro-forestry</p> <p>Continue to develop knowledge and understanding of:</p>

		<p>build on knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p> <p>interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p>	<ul style="list-style-type: none"> • Glacial landforms • Opportunity and challenge • Glaciation and global warming • Climate change impacts • Management of climate change • Management of deforestation processes. 	<ul style="list-style-type: none"> • Key features of the rainforest • reasons for adaptations- both animal and plant. • Deforestation- opportunities and challenges • Managing deforestation • Impact on soil and fertility.
	Key Skills:	<p>Use maps to follow a route</p> <p>Use up to 8 figure compass and 6 figure grid reference</p> <p>Draw maps including appropriate symbols to represent places or features</p>	<p>Glacial landforms</p> <p>Make links to climate change</p> <p>Communicate understanding of glaciation and global warming</p> <p>Identify how climate change is being managed across the world</p>	<p>Make clear links to climate graphs and use data to support reasoning.</p> <p>Use maps and research to communicate geographical information about the rainforest</p>
	Key Opportunities:	<p>Learners will undertake a range of activities around the school site as well as looking at different techniques of displaying geographical information.</p>	<p>Case study- Iceland</p> <p>Ask and answer questions</p>	<p>Case study- Amazon</p>
Focus 6	Key Focus:	<u>Plates tectonic Volcanoes and Earthquakes</u>	<u>Ecosystems and Urbanisation</u>	<u>Coasts</u>
	Vocabulary and Knowledge:	<p>Mantle, crust, inner core, outer core, Richter scale, magnitude. Social, economic, tectonic plate, structure</p> <p>Continue to develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • How the Earth is structured. • Key features of different layers. • The theory of continental drift, theory, misconceptions, evidence. • Why do people live on plate boundaries- opportunities and challenges • Monserrat volcano- immediate responses. • Key features of a volcano. Why do they erupt? 	<p>Human, Physical, environment, natural, manmade, ecosystem, city, Mega Cities, urbanisation, population</p> <p>Develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • how human and physical processes interact to influence and change landscapes, environments and the climate • How human activity relies on effective functioning of natural systems • Location of ecosystems. • Climate of ecosystems. • Development of skill of climate graphs following on from topic Make links to Africa (previous topics). • the reasons behind the increasing number of mega cities. 	<p>Coast, coastline, waves, tides, erosion, coastal features, protection</p> <p>Continue to develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • The different Human' and 'Physical' characteristics of coasts. • Key feature of the UK's coastline • The difference between waves and tides • What erosion is and what it does

		<ul style="list-style-type: none"> • PPP- introduction to how hazards risk can be reduced. • Impacts of a volcanic eruption, both physical and human. <p>Super volcanoes, features and impacts.</p>	<ul style="list-style-type: none"> • Population growth can lead to similarities and differences of places. 	
Key Skills:	<p>Identify and name layers of the earth</p> <p>Identify and name the key parts of a volcano</p> <p>Explain why volcanos and earthquakes occur and an explanation into how the tectonic plates move</p>	<p>Explain where our ecosystems are located.</p> <p>Communicate geographical information in a variety of ways, including maps and writing</p> <p>Describe and explain physical characteristics of places and how the human process of migration</p> <p>Identify physical characteristics of places and explain how physical processes can produce distinctive characteristics providing both challenges and opportunities at different levels</p>	<p>Identify coastal features and those formed by erosion</p> <p>Explain how coastal features are formed</p> <p>Investigate management strategies on how to protect the coastline and use evaluative skills to explore the opportunities and challenges.</p>	
Key Opportunities:	<p>Tsunami- Japan case study- causes, effects, responses.</p> <p>Case study: Haiti earthquake- causes effects responses.</p> <p>Video clips</p>	<p>Case study Mumbai and London.</p> <p>Video clips</p> <p>Virtual tours</p> <p>Artefacts</p>	<p>Visits to the coast</p> <p>Video clips</p> <p>Virtual tours</p>	