

# **Toynbee Curriculum**

## **KS3 Topic Summaries**

# **GEOGRAPHY**

*Personal Best*

# **Toynbee School**



# Scheme of Learning: KS3 – Year 7

## Topic Sequence:

1	2	3
<b>Geography of me</b>	<b>Wild weather &amp; climate change</b>	<b>Energy &amp; resources</b>

## Topic Overview:

This topic provides an introduction to Geography at Secondary School. The main aim is to gain a better understanding of the place where they live through use of maps and knowledge of Geographical themes that link to the local area. Throughout the unit they will use a range of different maps, at different scales, to allow them to accurately locate Eastleigh and other important places within the local area. The Geographical themes include population distribution, globalisation, employment structure and industrialisation. The aim of this unit is to encourage students to link geographical topics to processes and issues that are visible and apparent in the local area. In addition to these themes, we also introduce a number of Geographical skills, including latitude and longitude, 4 & 6 figure grid references, scale, direction and map symbols. These will be revisited through their time at Toynbee.

## Lesson Sequence:

To begin the year and their start to KS3 Geography, we will look at what Geography means to them and how human, physical and environmental Geography influences their life. The intention is to highlight that Geography is all around us and how different issues have a positive and negative impact on all of our lives.

Due to year 7 students arriving from various primary schools, it is important that we next investigate the difference between the UK, Great Britain and the UK. To build on this, we start to look at the location of Eastleigh at different scales, with the aim for all students to be able to describe where they live on a global, national and local scale. We then locate some of the physical and human features found in the British Isles including major cities, highland areas, major rivers and surrounding seas. Once they have a greater awareness of these features, we start to investigate where people live in the UK and the reasons for the uneven distribution of our population.

To help extend their spatial knowledge, we next investigate latitude and longitude in relation to the equator and prime meridian line. This skill is then revisited in other units such as wild weather and climate change (Yr 7) and endangered ecosystems (Yr 9). To further their map skills, we next introduce a series of lessons on ordnance survey maps and how to interpret different information from them such as grid references, scale and symbols. These different skills are practiced at a range of levels so to be accessible to students at a range of levels.

The final sequence of lessons in this unit looks at addressing some of the Geographical issues that influence our local area. Firstly we will look at the meaning of globalisation and the process of our world becoming increasingly interconnected and interdependent, evaluating the ways in which it impacts our lives. We will then study the impact that globalisation has had on local businesses and industry, looking specifically at the Ford Factory and how its closure has led to many positive and negative impacts. Then we will link globalisation and the importance of trade through Southampton Docks. Finally we will link what we have learnt about industry and jobs in our local area to the patterns of changing employment across the UK. Here we will investigate how the jobs that people do have and continue to change, especially since the industrial revolution.

## Sequence of Lessons:

<b>1</b>	What is Geography
<b>2</b>	The British Isles
<b>3</b>	Where am I?
<b>4</b>	Physical features of the UK
<b>5</b>	UK population distribution
<b>6</b>	Latitude and longitude
<b>7</b>	4 figure grid references
<b>8</b>	6 figure grid references
<b>9</b>	General map skills
<b>10</b>	Globalisation
<b>11</b>	The rise and fall of Ford in Southampton
<b>12</b>	Southampton Docks
<b>13</b>	Employment structure in the UK
<b>14</b>	Revision
<b>15</b>	Assessment

## Topic Resources:

<b>Knowledge Map:</b>	The Geography of me	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	There are three 4 mark questions where pupils need to apply their understanding.

## Supportive Reading:

<b>Any supported reading listed here</b>	<a href="https://www.bbc.co.uk/news/av/uk-england-hampshire-23451754">The history of the Ford Transit van in Southampton - BBC News</a> <a href="https://www.bbc.co.uk/news/av/uk-england-hampshire-23451754">https://www.bbc.co.uk/news/av/uk-england-hampshire-23451754</a>



# Scheme of Learning: KS3 – Year 7

## Topic Sequence:

1	2	3
Geography of me	Wild weather & climate change	Energy & resources

## Topic Overview:

Having been given an introduction into Geography at Toynbee, this topic moves on to introduce students to global climate issues. This topic covers a wide range of concepts including climate change, global warming and the greenhouse effect as well as the formations of extreme weather events such as tornados and tropical storms. Many of these lessons will look at specific case studies which will then allow students to use their locational knowledge from unit 1 and practice using their locational terminology. After learning about concepts such as global warming and fossil fuels, students will later use this knowledge in unit 3 in year 7 which focusses on energy. Aspects such as climate change are touched on across several topics throughout the geography curriculum but particularly in Year 10 when students study weather hazards and climate change.

## Lesson Sequence:

The first lesson for this unit focusses on what weather and climate are and how they differ. Within this lesson, they are also introduced to low and high pressure which are then referred in future lessons focussed on weather hazards. Students next move onto two lessons on climate graphs (lesson 2 and 3). Climate graphs appear in many different topics throughout the curriculum so time is spent ensuring students know how to interpret climate graphs and how to draw them. Following on from this, is exploring factors that influence weather conditions (lesson 4): altitude, latitude, prevailing wind direction and distance from the sea. Thinking about how all of these factors can affect weather in different ways, in combination with high and low pressure, enables students to develop a deeper understanding as to what can cause different weather conditions. Finally in this section comes a lesson on rainfall (lesson 5). This lesson introduces students to the three different causes of rainfall; convectional, relief and frontal which further develops and understanding of what can cause different weather conditions, this time with a focus on rainfall.

Having covered basic concepts related to weather, students next move on to looking at weather hazards. This starts with lesson 6 which studies the 2019 Chicago Blizzards. Students learn about the causes of the extreme weather as well the impacts they had on the area. Next comes a lesson looking at tornadoes (lesson 7). Once again, students look at the causes and impacts and this requires them to recall concepts from the initial lessons. The final example of extreme weather events studied are tropical storms. These are covered across two lessons, one lesson on their location and formation (lesson 8) and another on their impacts (lesson 9). Within the impacts lesson, they are introduced to another case study, Hurricane Katrina.

The final section of this unit moves onto focus on climate change and global warming. This starts with lesson 10 which looks the different between climate change and global warming followed by the human and natural causes of climate change. This lesson is followed by the climate change game in lesson 11. The lesson sees students split up into different countries and they experience how climate change has affected countries differently. This then follows nicely into lesson 12 which looks at Tuvalu and how they are at risk from rising sea levels. Having looked at how one country is under threat, students also look at the threat to the Maldives (lesson 13). Students then move onto look at the connections between tropical storms and global warming (lesson 14), recapping and drawing connections between earlier lessons. As part of this, they look at Hurricane Sandy and why New York was an unlikely location to be victim to a hurricane. Finally comes a lesson looking at how we can adapt to climate change but also mitigate against it. Students look at a range of methods and are encouraged to apply these methods to what they know about places such as Tuvalu and the Maldives.

## Sequence of Lessons:

1	Introduction
2	Climate graphs
3	Climate graphs
4	Factors that influence weather
5	Rainfall
6	Blizzards
7	Tornadoes
8	Tropical storm location
9	Tropical storm impacts
10	Climate change - causes
11	Climate change – game
12	Tuvalu
13	Maldives
14	Global warming and tropical storms
15	Mitigation or Adaptation
16	Revision
17	Assessment
18	

## Topic Resources:

<b>Knowledge Map:</b>	Wild weather and climate change	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	32 mark application test.

## Supportive Reading:

<b>Any supported reading listed here</b>	Hurricane Katrina Case Study Article

# Scheme of Learning: KS3 – Year 7

## Topic Sequence:

1	2	3
Geography of me	Wild weather and climate change	Energy and resources

## Topic Overview:

This topic is the final for year 7 Geographers. From the previous topics studied, they have a better understanding of where they live and issues and changes in the local area. They have also been introduced to global climate issues including climate change, tropical storms and other extreme weather events. The aim of this topic involves investigating some of the issues surrounding the supply and use of different natural resources (e.g. energy, food, water and minerals). Linked to their understanding of the greenhouse effect and global warming (unit 2), they will be able to appreciate some of the issues surrounding the use of fossil fuels and gain an appreciation for the need to make the switch from non-renewable to renewable energy sources. In addition to energy, they will also look at the challenges of providing food and water to a growing world population and investigating how the misuse of some of the world's natural resources is causing many challenges. Throughout the unit we will readdress the importance of sustainability and the need to conserve and protect our planet for future generations.

## Lesson Sequence:

To begin this unit, we will be looking at identifying some of the world non-renewable resources and some of the advantages and disadvantages of using fossil fuels to generate electricity. This will lead us on to investigate the Trans-Alaskan pipeline, an example that we return to as part of the AQA GCSE. We will start to evaluate some of the opportunities and challenges of extracting oil and how it creates economic benefits, but at a cost to the environment. We will also introduce the concept of different stakeholders and how they have differing and conflicting views on the oil industry. Next the students will be introduced to the differences between non-renewable and renewable energy sources. We will start to identify the different examples and evaluate their advantages and disadvantages, linking to prior knowledge such as global warming. Following on from this, we will start to debate future energy alternatives and make decisions on the sustainability of biofuels and hydroelectric power.

Next we will focus on the next essential natural resource, which is water. We will look at the global distribution of water and consider where in the world is experiencing a water crisis and the physical and economic reasons for water shortages. Next we will link this understanding to South African water crisis, investigating the causes and impacts of water shortages. We will next look at the strategies that have increased or decreased supplies of water and make decisions on the best way to help South Africa. To end the water section, we look at the impacts of overextraction of water in Fiji and how this impacts people, the economy and the environment. Following the topic of how resources are misused, we then consider how the modern world, based on consumerism, is having a massive influence on the amount of e-waste that is being produced. We finally evaluate the need to dump this topic waste in less developed countries such as Ghana.

Food is the next natural resource that we study. To begin we look at the (positive and negative) impact that food miles have on our planet, with links to future sustainability. The distribution of food is very uneven, so we start to look at the causes, impacts and solutions to the growing food crisis, linking to other topics such as climate change and level of development.

Next we start to consider how we can live more sustainably and address some of the natural resource supply concerns discussed in the prior lessons within this unit. We start to recognise how our lives and the future growth of towns and cities can be more sustainable. We do this through designing an ecotown which addresses issues over energy production, food and water supply and combating issues such as climate change.

Finally we look at two more localised examples of resources being misused. The Easter Island lesson involves solving a mystery to consider why protecting natural resources is so important and uncovering how the lessons learnt can help us to achieve future sustainability. Then we look at the coltan industry and how this has caused many opportunities and challenges to people living in the DRC. This leads us to the final assessment.

## Sequence of Lessons:

1	Fossil fuels
2	Trans Alaskan Pipeline
3	Renewable and non-renewable energy
4	Biofuels
5	3 Gorges dam
6	Water crisis
7	South Africa Day Zero
8	Fiji Water
9	E-Waste
10	Food Miles
11	Meeting future food demands
12	Living sustainably
13	Living sustainably
14	Easter Island
15	Coltan
16	Revision
17	Assessment
18	

## Topic Resources:

<b>Knowledge Map:</b>	Energy and resources	<b>Any other Resources:</b>	Any other resources needed should be here
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## Assessment:

<b>Knowledge:</b>	30 question knowledge test
<b>Application of Knowledge:</b>	6 mark question on application

## Supportive Reading:

<b>Any supported reading listed here</b>	<a href="https://www.nationalgeographic.com/science/article/partner-content-south-africa-danger-of-running-out-of-water">https://www.nationalgeographic.com/science/article/partner-content-south-africa-danger-of-running-out-of-water</a>
	<a href="https://borgenproject.org/tag/water-shortage-in-fiji/">https://borgenproject.org/tag/water-shortage-in-fiji/</a>
	<a href="https://theconversation.com/what-coltan-mining-in-the-drc-costs-people-and-the-environment-183159#:~:text=Coltan%20mining%20has%20destroyed%20much,is%20now%20estimated%20at%20250.">https://theconversation.com/what-coltan-mining-in-the-drc-costs-people-and-the-environment-183159#:~:text=Coltan%20mining%20has%20destroyed%20much,is%20now%20estimated%20at%20250.</a>



# Scheme of Learning: KS3 – Year 8

## Topic Sequence:

1	2	3
<b>Urban world</b>	<b>Our Shaky world</b>	<b>Mind the development gap</b>

## Topic Overview:

This is the first topic covered in Year 8 and the third in the KS3 curriculum, with the main aim being to give pupils the understanding of how urban areas around the world are growing and changing, alongside the opportunities and challenges they face. This topic builds on knowledge explored in the Year 7 unit of Geography of Me, where pupils develop their understanding and sense of place within an urban area. The concept of change is also an idea covered again in the future Year 8 topic of Mind the development gap, where pupils build their knowledge of changing populations, both in context of time and development levels in a range of countries.

## Lesson Sequence:

The lessons have been sequenced to develop pupils understanding of what an urban area is and how such places are changing, with examples of such places from a range of development levels globally.

Lesson 1 looks at the differences between urban and rural areas and how each area has its own characteristics. This information builds pupils awareness of what urban areas can look like around the world, meaning they are ready to explore the reasons behind why such areas are growing in Lesson 2. By looking at the processes of natural increase and migration and the factors that drive both, pupils begin to gain an understanding of why urban areas in LICs and growing much quicker than those in HICs. This brings us onto Lesson 3 – Megacities. With a population of over 10 million, these cities are the largest in the world. The theme of change arises once again in this topic, as pupils explore how megacities can look vastly different depending on the level of development of the country they have grown in. Whilst our poorest megacities struggle with challenges such as access to clean water and poor quality housing, the richest also work to overcome challenges such as loneliness and the rising cost of living.

After developing pupils foundation knowledge, Lessons 4 – 6 then introduce and explore the continent of Asia. With its wide range of countries, development levels and lifestyles, Asia is a great example of how varied urban areas can be. The lessons then zoom in on the Dharavi slum in Mumbai, India. With its poor living conditions and little access to clean water and medical care, Dharavi faces some big challenges as it continues to grow from rural – urban migration. Whilst these challenges seem mighty, Dharavi can also provide opportunities to its population. Pupils will look at how job opportunities, education and a caring community are all available within its maze like streets, and even look at ways in which the slum is being redeveloped in parts to improve the quality of life for the urban poor. Lesson 7 provides pupils with another real life example of a slum with its own unique opportunities and challenges. After creating a list of evidence, pupils can apply the knowledge gained so far throughout the topic to a small assessment question, used as a pit stop to assess their understanding of the themes covered so far. Lesson 8 then widens pupils understanding further by looking at how megacities will change moving forward in future decades, again building upon the theme of change within this topic.

The final set of lessons focuses on urban areas with HICs. Pupils begin by looking at urban change specifically across the UK. Similarly to previous lessons, maps and statistics are used to develop pupils understanding of how towns and cities within the UK are changing over time, including where the highest rates of growth are and why this may be. Pupils then look at how these cities are changing in some surprising ways. The concept of Urban Greening (Lesson 10), where city planners across HICs are trying to introduce new and develop existing green spaces around urban areas. This change can create opportunities for both people and the environment within these cities, and the unique and eye catching ways it is being done makes a memorable lesson for pupils to explore. Similarly to previous lessons, pupils will then look at a real life example of a UK city with a range of opportunities and challenges; Southampton. Whilst these opportunities and challenges may differ on the whole from places like Dharavi and Lagos, pupils will find that despite the varying levels in wealth, all three urban areas can face similar challenges such as pollution, homelessness and urban sprawl. Pupils use these lessons to deepen their knowledge of their local area, whilst being able to compare and contrast its changing landscape to other areas already covered within the topic.

The final lesson in this topic looks at a phenomenon known as Counter urbanisation. Whilst migration is not a new idea within this topic, pupils will complete this sequence of lessons by looking at why people are beginning to move back into rural areas in HICs and the impacts this is having in both their new and old communities. Once again, the theme of change is one which continues within the last lesson of the Urban World topic.

## Sequence of Lessons:

<b>1</b>	Urban v Rural
<b>2</b>	Urbanisation
<b>3</b>	Megacities
<b>4</b>	Asia a continent of contrasts
<b>5</b>	Dharavi
<b>6</b>	Redevelopment of Dharavi
<b>7</b>	Lagos – Mini assessment
<b>8</b>	The future of megacities
<b>9</b>	Urban change in the UK
<b>10</b>	Urban greening
<b>11</b>	Opportunities and challenges In Southampton
<b>12</b>	Opportunities and challenges in Southampton
<b>13</b>	Counterurbanisation
<b>14</b>	Revision
<b>15</b>	Assessment
<b>16</b>	
<b>17</b>	
<b>18</b>	

## Topic Resources:

<b>Knowledge Map:</b>	Urban world	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	24 marks related to application of knowledge

## Supportive Reading:

<b>Any supported reading listed here</b>	

# Scheme of Learning: KS3 – Year 8

## Topic Sequence:

1	2	3
Urban world	Our Shaky world	Mind the development gap

## Topic Overview:

This unit of work introduces students a strand of physical geography, plate tectonics and their associated hazards. Students will develop an understanding of the processes that shaped the planet as we know it today and how hazards are created along plate boundaries. Once this knowledge and understanding is embedded, issues that may impact people living in areas of tectonic activity will be explored. These include the impacts and management of earthquakes, tsunamis and volcanoes. Links will be made back to the year 7 topic of wild weather and climate change to make comparisons as to how people cope with extreme natural events.

## Lesson Sequence:

The second topic in year 8 will be a physical geography topic. Students will have covered 1 previous physical topic in year 7; wild weather. Both of these topics cover natural hazards and make clear links to human geography by discussing their impact on people and how people may attempt to manage these impacts.

The first section of this topic will focus on plate boundaries.

Prior to learning about plate tectonics, it's vital that students understand the structure of the earth and how the internal structure drives the movements and subsequent hazards felt at the surface of the earth; this is the natural starting point for this sequence of lessons. They will then start to identify the 4 individual plate boundaries and be able to describe and explain why volcanoes and/or earthquakes are found at each.

The second section of this topic moves on to look at earthquakes and their associated hazard, tsunamis.

Once the knowledge of plate boundaries is embedded, the lessons can progress to study some examples of places affected by earthquakes. For each example, the cause of the hazard will be identified, the impacts of the hazards described and explained and finally how the hazard is responded to/managed. We will look at both a low income example e.g. Haiti and a high income example e.g. Japan. It is important for the students to be able to evaluate why low income countries and high income countries respond in the ways that they do. For example, students will look at the ways in which buildings can be designed to cope with earthquakes. A mini assessment will be set to ensure that students fully understand the work covered up until this point before moving on.

The third section of this topic will focus on volcanoes.

Again, using the knowledge of plate tectonics, students will now start to study volcanoes. A number of classic volcanic islands will be studied as well as the Yellowstone super volcano. The differing structure and impacts of volcanoes will be studied and the ways that volcanoes can be predicted will be discussed. The final element of this topic will be the investigation into why people continue to live in areas at risk from tectonic hazards. Students will be asked to evaluate by looking at both the advantages and disadvantages.

An assessment of the whole topic will take place at the end of the unit.

## Sequence of Lessons:

1	Plate tectonics
2	Plate boundaries
3	Haiti earthquake
4	Reducing the impacts of earthquakes
5	Earthquake proof building design
6	Japan tsunami
7	LIC/HIC comparison
8	Mini assessment
9	Yellowstone national park
10	Icelandic volcano
11	Mount Sinabung
12	Montserrat
13	Living in danger zones
14	Revision
15	Assessment
16	
17	
18	

## Topic Resources:

<b>Knowledge Map:</b>	Our Shaky World	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	22 marks related to application of knowledge

## Supportive Reading:

<b>Any supported reading listed here</b>	



# Scheme of Learning: KS3 – Year 8

## Topic Sequence:

1	2	3
<b>Urban world</b>	<b>Our Shaky world</b>	<b>Mind the development gap</b>

## Topic Overview:

This is the final Geography topic in Year 8 and pupils study the impacts of development at a variety of scales. The aim of the topic is to develop an understanding that inequality exists across the world but also in the UK. We identify indicators that might lead us to understand that there is a development gap between countries, an understanding of the Demographic Transition Model (DTM) and factors that limit development. These lessons will give pupils a base understanding of why there is a development gap. We begin to develop pupils understanding of how we can close this gap through tourism and fair trade. At this point the students will complete a mini assessment. One of the main aspects across many Geographical topics is the multiplier effect where pupils need to expand upon the consequence of an impact. Finally, Year 8 will analyse two case studies such as British American Tobacco and Coca-Cola. Here they will need to understand the advantages and disadvantages of these Trans National Companies (TNCs)

## Lesson Sequence:

The sequence of lessons in this topic builds knowledge at the beginning and develops this through each lesson culminating in an assessment at the end. The initial lesson develops pupils understanding that there is inequality in our world related to life expectancy, health and wealth. This follows into the next lesson where pupils identify social and economic indicators of development such as life expectancy or GDP. At this point, all pupils should be able to identify a HIC or LIC through life expectancy for example. Pupils then identify changes over time through the Demographic Transitional model and how countries have followed a similar pattern. We then focus on factors which will limit development and discuss how these impact people using real world examples such as the war in Syria or natural disasters in Turkey.

After building this basic knowledge pupils learn to apply their knowledge through understanding how aid, tourism and fair trade can close the development gap. Each of these lessons use examples from LIC's and how each will help to reduce the development gap. However, we also look at the limitations of each. At this point in our sequence of lessons they will complete a mini assessment on Aid. This allows pupils to correct any misconceptions about the previous lessons but also to apply their BUMPI strategy which we use in Geography. The pupils next lesson after the assessment is the trade game, an interactive environment for pupils to trade with other but with a few surprises which will impact their ability to trade with each other. The multiplier effect lesson is integral to not just this sequence of lessons but to the whole curriculum, as pupils develop their understanding of consequences. This helps to develop their own literacy but also to build marks in longer answer format.

Finally we analyse two examples which impact at local, national and global scales. Firstly we analyse British American Tobacco and how they have become such a global brand. However, pupils identify how British American Tobacco do this but at a cost to people locally in Low Income Countries (LIC) and to the environment.

Furthermore, our final lessons are on the impact of Coca-Cola. We identify all the good they are doing in the River Nar in Norfolk and for women in Tanzania. Again this helps to improve pupils empathy. To balance this we identify the problems Coca Cola have created in India and El Salvador. This is reinforced with a 9 mark question using the BUMPI strategy. Pupils will complete their assessment after a revision lesson.

## Sequence of Lessons:

<b>1</b>	World population and development
<b>2</b>	Development indicators
<b>3</b>	Demographic Transition Model
<b>4</b>	Population pyramids
<b>5</b>	Factors limiting development
<b>6</b>	Tourism – friend or foe
<b>7</b>	Aid
<b>8</b>	Aid assessment
<b>9</b>	The trade game
<b>10</b>	Fair trade
<b>11</b>	The multiplier effect
<b>12</b>	British American Tobacco
<b>13</b>	Coca Cola advantages
<b>14</b>	Boycott Coca Cola
<b>15</b>	Revision
<b>16</b>	Assessment
<b>17</b>	
<b>18</b>	

## Topic Resources:

<b>Knowledge Map:</b>	Mind the development gap	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	24 question knowledge test
<b>Application of Knowledge:</b>	24 marks related to application of knowledge

## Supportive Reading:

<b>Any supported reading listed here</b>	Impacts of coca-cola The multiplier effect

# Scheme of Learning: KS3 – Year 9

## Topic Sequence:

1	2	3
Rivers and Coasts	Endangered ecosystems	Urban issues and challenges

## Topic Overview:

This unit of work introduces students another strand of physical geography, rivers, coasts and glaciation. Students will develop an understanding of the processes that shape the landscapes around them and how the landforms along rivers and coasts are created. Once this knowledge and understanding is embedded, issues that may impact people along our rivers and coasts will be explored. These include the causes, impacts and management of river flooding as well as the risks associated with coastal erosion and its future management. Links will be made back to the earlier topics of the impacts of climate change and increasing population pressures on areas like river flood plains.

## Lesson Sequence:

Year 9 will start with a physical geography topic. Students will have covered 2 previous physical topics, one in year 7, wild weather, and one in year 8, shaky world. All three physical topics make clear links to human geography by linking them to their impact on people and how people may attempt to manage these impacts.

The first section of this topic will focus on rivers.

Prior to learning about the river system, it's vital that students understand the hydrological cycle and how water moves around the planet; this is the natural starting point for this sequence of lessons. They will then start to identify the different parts of the river and associated features by studying the river basin and its long profile as the river travels from source to mouth. The processes carried out by the river will subsequently be explored so that students understand how and why a river can change and shape the landscape through which it travels. Students will move on to examine how rivers can erode the landscape to create landforms such as waterfalls and how they can also deposit material in features such as meanders.

The lessons will then progress to look at how rivers may start to impact people. The causes of river flooding will be discussed, with a focus on both the physical and human causes of flooding. This can be linked back to previous work on climate change and population pressures. How these flood risks are managed and the possible techniques that can be used will be explored. The advantages and disadvantages of the methods will also be evaluated at this stage.

The second section of this topic will focus on coasts.

Using a similar sequence to that used in the rivers' lessons, students will look at key coastal features and the processes that operate along our coastline to create them. Students will study the formation of one particular erosional landform; caves, arches and stacks to embed the links between processes and the landforms. They will be then be introduced to longshore drift, the movement of material along the coast and the issues this can create for local people. Coastal erosion is a serious issue in many parts of the UK. The final few lessons on coasts will look at how coastal erosion can impact people living along the coast and how different management strategies can be used to try to reduce the impacts. Again, as with rivers, students will be encouraged to evaluate the strengths and weaknesses of the strategies.

The final two lessons of this topic will introduce students to glaciation. Many of the upland areas in Scotland, Wales and northern parts of England owe their characteristics to the impact of the glaciers that once flowed. Students will explore how the power of ice can shape a landscape and will examine some of the distinctive landforms that exist because of those processes.

## Sequence of Lessons:

1	Hydrological cycle
2	River basin
3	River profile
4	River processes
5	Waterfalls
6	Meander
7	Why do rivers flood?
8	River flood
9	River management
10	Mini assessment
11	Coastal processes
12	Old Harry's Rock
13	Longshore drift
14	Coastal management
15	Glaciation
16	Glaciation
17	Revision
18	Assessment

## Topic Resources:

Knowledge Map:	Rivers and coasts	Any other Resources:	
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## Assessment:

Knowledge:	15 question knowledge test
Application of Knowledge:	34 marks related to application of knowledge

## Supportive Reading:

Any supported reading listed here	



# Scheme of Learning: KS3 – Year 9

## Topic Sequence:

1	2	3
Rivers and Coasts	Endangered ecosystems	Urban issues and challenges

## Topic Overview:

This topic introduces the students to some of the biomes that exist on earth. It combines both physical and human geography and will develop their understanding of the complex relationships between people and the environment. The key biomes to be discussed will be the tropical rainforests, hot and cold deserts, tundra and taiga. Students will learn why each biome exists by linking it to the global atmospheric circulation having had a brief introduction to this in year 7 in the wild weather unit. Once the reasons for locations is established, students will be studying the relationships that humans have with each environment and the impacts that we are having now and how these impacts may affect us in the future.

## Lesson Sequence:

Students will start with an overview of the location of world biomes. Links will be made to lessons done in year 7 using latitude and longitude as well as global atmospheric circulation. This is another chance to embed knowledge of place. The first biome to be studied in detail is the tropical rainforest. Students need to understand the nutrient cycle in the rainforest before moving on to look at the impacts of deforestation. There is often a misconception that soils in the rainforest are fertile. Despite infertile soil, forests contain over half of the planet's plant and animal species; many of the important in our everyday lives. The extreme climate makes life for plants and animals that live there challenging. Students will look at how adaptations are made to allow organisms to thrive in this environment. Deforestation is a global issue that will have potential impacts on future climate. Links back to the climate change work in year 7 will be made. Links can also be made to the work done in year 8 on development, with many of the countries having tropical rainforests being relatively poor and therefore having a very different opinion about what should be done with the forests. Evaluation of the reasons behind deforestation will be assessed with students being challenged to look at both sides of the argument. Moving north and south of the equator, students will look at hot deserts with links made to the climate change and population pressure work done previously. Students will be introduced to the concept of desertification and how in the future there could be potential for areas in Europe to become deserts. Before moving to the colder biomes, we will focus on the biomes that exist within the ocean. The oceans are often a forgotten area when it comes to studying climate change and human impact. We will look at the impacts that humans are having on this biome focussing on the Pacific garbage patch and the importance and destruction of the coral reefs. The final biomes to be visited will be those in the far north and south; taiga, tundra and the Arctic/Antarctic. Students will be able to recognise the difference between the three and will explore the impacts of climate change on each of the environments. Links will be made back to the work done in year 8 on energy and resources. As future demand for resources grows and the management of mineral rich continents such as Antarctica come under increasing pressure, students will be encouraged to evaluate the issues surrounding the exploitation of one of the last wildernesses on earth.

## Sequence of Lessons:

1	World Biomes
2	Rainforest cycles
3	Plant adaptations
4	Animal adaptations
5	Deforestation
6	Deforestation
7	Hot Deserts
8	Oceans
9	Coral Reefs
10	Tundra
11	Taiga
12	Antarctica
13	Dear future generations
14	Revision
15	Assessment
16	
17	
18	

## Topic Resources:

Knowledge Map:	Endangered ecosystems	Any other Resources:	
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## Assessment:

Knowledge:	22 question knowledge test
Application of Knowledge:	12 marks related to application of knowledge

## Supportive Reading:

Any supported reading listed here	

# Scheme of Learning: KS3 – Year 9

## Topic Sequence:

1	2	3
Rivers and Coasts	Endangered Ecosystems	Urban issues and Challenges

## Topic Overview:

This topic examines the different challenges and opportunities which affect urban areas. This topic focuses mainly on human geography and uses two key case studies to aid student understanding: Rio and Portsmouth. It starts by looking at the global distribution of urban areas to create a broader understanding before moving onto more narrow case studies which allow the key concepts from the start of the unit to be applied. It combines some concepts students have already during year 8 whilst introducing many new concepts and allowing a deeper level of understanding. Towards the end of the topic, students will look at ways of creating urban sustainability which links to previous units on climate change and how this can be prevented through urban living strategies.

## Lesson Sequence:

Students will start the unit by looking at patterns of urban change over time (lesson 1) and then move onto urbanisation (lesson 2). This will build upon concepts covered in year 8 in the urban world unit but allow a deeper look. This is then continued in lesson 3 with a focus on megacities which are studied in year 8. This lesson looks at different examples of megacities and their key characteristics.

Having looked at some key concepts related to urban areas, students move focus on a case study in an NEE, Rio De Janeiro for the next 5 lessons. The focus on Rio will begin with lesson 4 on the location of Rio and why it is important within Brazil. Having this contextual understanding of where Rio is and why it is important, students are then ready to move onto studying growth of Rio and squatter settlements known as favelas, lesson 5. This brings in concepts such as urban migration and push and pull factors in the first 2 lessons of the unit but applies them to a specific location. After looking at why people are moving to Rio and how favelas have grown as well as the key characteristics of favelas, the focus then shifts to improving favelas in lesson 6. This lesson looks at the Favela-Bairro project as a specific example of how local authorities have tried to improve living conditions within favelas. Having looked at living conditions in favelas and how they have tried to be improved, lesson 7 examines other social and economic challenges which affect Rio's residents. The lesson focusses on challenges related to education, energy supply, water supply and education and then looks at how these challenges may be overcome. Following on from social and economic challenges, the final Rio lesson looks at environmental challenges. In lesson 8, students focus on environmental issues looking at air and water pollution, traffic congestion and issues with waste disposal.

Having studied Rio, students then move onto a HIC city, Portsmouth. These lessons follow a similar pattern to the Rio lessons to act as a direct comparison between the two cities. The Portsmouth case study begins with lesson 9 where students look at Portsmouth's location, local importance and national importance. Lesson 10 then moves onto the impact of both national and international migration and how it has shaped the character of the city. Much of this links to the importance of Portsmouth with a focus on the role of the university and the Navy. The focus then shifts to social and economic opportunities, lesson 11. This allows students to examine the role of the dockyard, Gunwharf Quays and the student population in promoting economic and social opportunities. Lesson 12 then looks at social and economic challenges with a focus on inequalities between wards within Portsmouth. Students compare Charles Dickens Ward as an example of deprivation to Drayton and Farlington as an example of an affluent area. Lesson 13 then looks at environmental opportunities and challenges through the concept of urban greening and examining the distribution of greenspace across Portsmouth. Urban sprawl is the next concept covered in lesson 14. This lesson introduces the concept of brownfield and greenfield sites and how population patterns have resulted in the growth of Portsmouth promoting urban sprawl. The final lesson on Portsmouth, lesson 15, looks at how it has been regenerated. Having looked at deprivation in the area and brownfield sites, students are able to identify areas which may need regeneration and then evaluate the success of regeneration programmes such as Gunwharf Quays.

The final section of the unit moves away from case studies and looks at how urban areas can be made more environmentally friendly. Lesson 16 looks at Curitiba as an example of sustainable urban living. Located in Brazil, Curitiba is known for being a sustainable city and this lesson looks at how they can combine sustainability with urban settlements. The final lesson, lesson 17, then looks at a range of transport solutions that can be applied to urban areas to help promote sustainability. This include methods such as park and ride, public transport and cycle lanes. This lesson looks at an example of where each of these methods have been applied.

## Sequence of Lessons:

1	Patterns of Urban Change
2	Urbanisation
3	Mega Cities
4	Rio: Location and Importance
5	Rio: Growth and Favelas
6	Rio: Improving Favelas
7	Rio: Social and Economic Challenges
8	Rio: Environmental Challenges
9	Portsmouth: Location and Importance
10	Portsmouth: Impacts of Migration
11	Portsmouth: Social and Economic Opportunities
12	Portsmouth: Social and Economic Challenges
13	Portsmouth: Environmental opportunities and challenges
14	Portsmouth: Urban Sprawl
15	Portsmouth: Regeneration
16	Sustainable Urban Living
17	Transport Solutions
18	Assessment

## Topic Resources:

<b>Knowledge Map:</b>	Urban issues and challenges	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	15 question knowledge test
<b>Application of Knowledge:</b>	40 marks related to application of knowledge

## Supportive Reading:

<b>Any supported reading listed here</b>	