

KS3 Medium Term Plan for Geography

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Autumn	<u>Africa & Kenya</u> Threads: Locational Knowledge, Place Knowledge, Enquiry - What is Africa & where is it/what is it made up of? - Different countries within Africa. - Kenya case study. - Changes/differences between LICs & HICs. - Population/cultural differences. - Climate. - Biomes. Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.	<u>Asia & India</u> Threads: Locational Knowledge, Place Knowledge, Enquiry, Human & Physical Geography - Location & key facts about the continent, including climate & economic. - Sweatshops. - Case study – Mumbai. - Migration & impact. - Impact of deforestation. - Tsunamis. Use geographical language to identify and explain some aspects of human and physical features and patterns. Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Name and locate an extensive range of places in the world including globally and topically significant features and events. Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.	<u>Icy World</u> Threads: Enquiry, Human & Physical Geography - What is a cold environment? - Explain geographical processes in cold environments. - Discover the complex environment of Antarctica, looking at resources, ownership, tourism & the future. - Explore Iceland. - The journey to Mount Everest Describe how features and places change and the links between people and environments. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

Spring	<u>Wasteful World</u> Threads: Enquiry, Human & Physical Geography - Understanding the world we live in is wasteful & the impact this is having locally, nationally & globally. - Energy. - Food. - Water. - Plastic. - Nuclear Power – Chernobyl. Describe how features and places change and the links between people and environments. Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.	<u>Disaster – Natural Hazards</u> Threads: Locational Knowledge, Enquiry, Human & Physical Geography - Understand what the term “Natural Hazard” means. - Plate boundaries – locations & origins. - Causes of volcanoes, eruptions & impact. - Causes of earthquakes & impact on HIC & LIC. - Explain why people may choose to live near a natural hazard. - Tropical storms & their impact. Use geographical language to identify and explain some aspects of human and physical features and patterns. Name and locate an increasing range of places in the world including globally and topically significant features and events. Communicate geographical information using a wide range of methods including writing at increasing length. Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.	<u>Oceans</u> Threads: Locational Knowledge, Human & Physical Geography - Location of oceans. - Why do our oceans matter? - Coral reefs, the Great Barrier Reef. - Investigate the deepest part of the ocean. - Animal adaptations. - The water cycle. - Why do we live near oceans? - Sustainability – fishing. - Plastic problem & implications. - Climate change. Identify and describe similarities, differences and patterns when investigating different places, environments and people. Recognise geographical issues affecting people in different places and environments. Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.
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Summer	Weather & Climate Threads: Enquiry, Geographical Skills & Fieldwork, Human & Physical Geography - The difference between weather & climate differences. - Investigate UK's unpredictable weather. - Different types of rainfall in the UK. - Changes to weather & climate. - Climate graphs. - Abnormal weathers Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	Rivers & Coasts Threads: Locational Knowledge, Enquiry, Geographical Skills & Fieldwork, Human & Physical Geography - Water cycle. - Long & cross river profiles. - Waterfalls & meanders. - Explore the Human & Physical characteristics of coasts. - Waves & tides. - Transportation. - Deposition & erosion case studies. Identify and describe similarities, differences and patterns when investigating different places, environments and people. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. 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.	The Rise & Rise of China Threads: Locational Knowledge, Enquiry - Why has there been rapid growth in China? - Location & population (map skills, graph analysis, & hydrographs). - One child policy & the development of this in modern day China. - Geography in the News – China. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.
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