

Geography Key Stage 3 Programme of Study



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Mapping Festivals This module develops students' 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 on a wide range of scales from different sources including Google Earth, Google Maps and Ordnance Survey, developing and building on their map interpretation skills.	Where do you live? Students learn about settlements, how they are ordered and how and why they grow. Organisation, land use, redevelopment and sustainable development are explored, before students design their city of the future.	Welcome the UK Students explore their own country and learn about key geographical concepts in relation to the UK, reinforcing their understanding of their local area, regions, cities and major tourist attractions. Pupils will locate and explore some of the major features of the British Isles, look at the jobs people in the UK do, and how our society is made up of many different races, religions and cultures.	Interactive Earth This module examines earthquakes and volcanoes in as well as touching on other hazards. Students concentrate on the actions, causes, and global effects of volcanoes and earthquakes. The module is taught with the aid of case studies and builds empathy with respect to the human consequences of disaster.	You Are What You Eat This module asks students to think about what processed foods are made from, introduces students to the main farming methods and to the idea that the food we eat in the UK comes from all over the world. It will deal with hunger and malnutrition and the issues that arise rich countries importing food from poorer, less economically developed countries.	Paradise Lost? – The Impact of Tourism With a focus on Thailand, students learn about all aspects of tourism, the advantages and disadvantages of, different types, jobs and the problems of tourism. Finally a focus is given to the environmental aspects of tourism, via the topic of ecotourism and sustainable tourism, before applying tjis knowledge to tourism in the UK.
	ICT	Research and Presentation – Plan a music festival, using their knowledge of site settlement and maps, producing an annotated map of their festival site, using.....	Research/Publishing/Multimedia – Plan a city of the future, and produce a brochure enticing prospective inhabitants to move there, using Publisher and Google SketchUp.	Research/Using Data and Information Sources – From a set of resources - maps, guides, timetables – students plan a sightseeing tour of England for a group of European visitors.	Research and Multimedia – create a news report of a natural disaster e.g a volcano erupting or an earthquake. Use video editing software to create report.	Research/Data – Where does my dinner come from? Students create an annotated A3 map from a spreadsheet to show where their favourite dinner has come from, how it has impacted other people and how far it has travelled.
Year 8	Global Warming and Climate Change What is it and does it matter? If it does, is there anything we can do? What is our own carbon footprint? How can we reduce the impact of global warming? Students are provided with the opportunity to explore the answers to these important questions.	Energy Matters Students will get to grips with this contemporary issue, looking at key questions: is oil really running out? How different would the world be without it? Should we be finding alternatives? They will consider the pros and cons of 'alternative' energy and give convincing points of view.	Ecosystems Students will understand the climates of different biomes, including desert and rainforest ecosystems and how humans and animals adapt to live in these environments. The module then focuses on how human influences are changing our rainforests around the world, and whether we can develop the rainforest sustainably.	Development and Poverty What is development and how can we measure it? How did the development gap grow? What factors make countries rich or poor? The module focuses on Fairtrade and aid, asking what can MEDCs do to help LEDCs develop? This module will also raise important questions about the nature of global citizenship and the importance of money for quality of life (and happiness).	Weather and Climate 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 a much nicer climate than ours? These are some of the questions our Year 8s will find answers to in this module. Students will carry out their own micro-climate enquiry, and analyse the data from our own BFS weather station.	Rivers This module looks at rivers from source to mouth, and how they shape our landscape. It considers the physical processes involved and the landforms created, as well as looking at local, national and international examples of flooding. The module will also allow students to carry out fieldwork investigations, both individually and as part of a team.
	ICT	Using Data and Information Sources and Spreadsheets to interpret data and explain and present their findings. Multimedia – create a weather forecast from 2050.	Research and presentation Wind Farm etc....	GIS, data and information sources – Using Google Earth to analyse the patterns of deforestation in the Amazon and Indonesia.	Using Data and Information Sources - Use Gapminder database to explain and present findings on the topic of the 'Development Gap'. Presentation – Use Publisher to create a Fairtrade Information Leaflet	Using Data Information and Sources, Multimedia and Presentation – Students hypothesise, present and analyse data during an enquiry into the micro-climates at the BFS site, and analysis of BFS Weather Station Data
Year 9	People and Planet: Population Explosion Can the planet cope with two billion more people? Students learn how and why population is changing over time. The growth of global population is one of the major issues facing the world today because of its impact on planning and scarcity of resources. Pupils investigate the reasons for and the implications of population change at different scales .before finally having a go at answering the above question as convincingly as possible!	Globalisation: The Geography Of My Stuff This unit of work focuses upon the interconnections and inter-relationships that link teenage consumers living in the UK with societies and environments overseas (where the goods they purchase are made). As well as explaining how these connections work - and why they have come into being - the unit introduces students for the first time to some of the moral, ethical and environmental issues that are associated with the global trade in consumer goods (including child labour and food miles).	Africa: A Continent Of Contrasts The aim of this module is to introduce students to the huge variation in geography that exists within the complex continent of Africa. Whilst providing a framework for young people to understand what is going on in the continent, the aim of each lesson is to involve them in the lives of people living in Africa, rather than just looking at the continent from the outside. Ultimately, students will learn that improving people's lives in a continent that is often perceived to be a 'hopeless case' is dependent on a range of physical and human factors both within the individual countries, across the continent and on an international scale.	Risky World Pupils compare their level of risk of being a victim crime or an accident compared to regional and national figures, then with particular reference to recent flooding, whether the UK is considered as a risky place. Students consider the causes, effects and whether they are at risk in the future and whether much larger scale events, with international impacts, such as the Indian Ocean Tsunami, could be managed more effectively. The module ends by considering why populations of countries at different stages of development are disproportionately at risk and why, even within countries, certain vulnerable groups are often most at risk from natural and human disasters.	Coastal Environments Students learn how and why our coastline is changing, why it looks so different in different parts of the UK, and through case studies will become experts at explaining coastal erosion there and learning to empathise with the different interest groups faced with this rapidly retreating coastline. The module will also allow students to carry out in depth fieldwork investigations.	Enrichment Project Students undertake a detailed project with one area of focus.

ICT	Research, data handling and models, publishing – Produce annotated A3 overlay Maps from GapMinder Database, and similar sources create overlay maps at the same scale, annotating them to describe and compare the distributions to identify relationships and the implications of population change in countries of different economic states.	Research, Multimedia – record, edit and produce a short film that campaigns for an end to child labour in poorer countries.	Data manipulation and analysis using spreadsheets on Africa’s wealth and HDI data, Ghana’s imports/exports etc. Multimedia/Presentation - create an advertising campaign to tell people about project to allow Sudan to develop on its own.	Publishing – Produce a report into the Indian Ocean Tsunami, using Word, Publisher and other appropriate software.	Multimedia and Presentation – Students create personal video diaries of their fieldwork Presentation – students research and assess the best sustainable management schemes and present pitch for their own ideas to ‘Coastal Council’ Dragons.	Opportunity for a particular area of focus for ICT – Research, Data, Modelling, Publishing, Multimedia, and Presentation.
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