

2017-2018 Long-term plans at a glance:

Key Stage 3

Year 7

| Term 1 (7) | Term 2 (7) | Term 3 (5.5) | Term 4 (6) | Term 5 (6) | Term 6 (7) |
|--|---|---|---|---|---|
| Global Passport. | Living on the edge: Glaciated landscapes. | Global biomes and local fieldwork | Map skills | Living on the edge: Extreme Weather. | Paradise Lost |
| <p><u>Themes:</u> Examining our place in the world.</p> <p><u>Baseline assessment:</u> countries, continents and the British Isles</p> <p><u>Assessment:</u> How does school in Africa compare to my school? Comparative report.</p> <p><u>Skills:</u> Extend their locational knowledge and deepening their spatial awareness of the world's countries.</p> <p><u>SMSC/British Values:</u> <i>Understanding and appreciating personal influences.</i></p> | <p><u>Themes:</u> To investigate survival issues in polar landscapes.</p> <p><u>Assessment:</u> Should the doomsday Vault be located in Svalbard? Decision making report.</p> <p><u>Skills:</u> Extend their locational knowledge and deepening their spatial awareness of polar environments.</p> <p><u>SMSC/British Values:</u> <i>Investigating moral values and ethical issues.</i></p> | <p><u>Themes:</u> To investigate how humans interact with fragile environments.</p> <p><u>Assessment:</u> School site ecosystems field work project.</p> <p><u>Skills:</u> To develop contextual knowledge of the location of globally significant biomes.</p> <p><u>SMSC/British Values:</u> <i>Experiencing fascination, awe and wonder.</i></p> <p><u>Micro climates field work</u></p> | <p><u>Themes:</u> To develop map reading skills.</p> <p><u>Assessment:</u> Map skills examination.</p> <p><u>Skills:</u> To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.</p> <p><u>SMSC/British Values:</u> <i>Understanding how communities and societies function.</i></p> | <p><u>Themes:</u> To examine how we as a society deal with natural disasters.</p> <p><u>Assessment:</u> Exam paper.</p> <p><u>Skills:</u> To collect, analyse and communicate with a range of data that deepen their understanding of geographical processes.</p> <p><u>SMSC/British Values:</u> <i>Experiencing fascination, awe and wonder.</i></p> | <p><u>Themes:</u> Examining a global economy and its impacts on a named country in Asia.</p> <p><u>Assessment:</u> What impact is tourism having in Thailand and how can we improve this?</p> <p><u>Skills:</u> To apply case studies of named areas within a region to provide evidence for decisions relating to regional issues.</p> <p><u>SMSC/British Values:</u> <i>Understanding how communities and societies function.</i></p> |
| <p>Enrichment/Extra Curricular:</p> <ul style="list-style-type: none"> School based fieldwork and possible rivers trip to Henley term 4 | | | | | |

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|--|--|---|--|--|
| Impossible Places | Raging Rivers | Who wants to live forever? | Living on the edge: Natural disasters. | China, a developing story. | Coastal zone |
| <p><u>Themes:</u> To investigate the sustainability of world cities.</p> <p><u>Assessment:</u> How can we help the women of the Sahel? Group debates.</p> <p><u>Skills:</u> Extend their locational knowledge and deepening their spatial awareness of arid and semi-arid environments.</p> <p><u>SMSC/British Values:</u> <i>Investigating moral values and ethical issues.</i></p> | <p><u>Themes:</u> To examine how we as a society deal with natural disasters.</p> <p><u>Assessment:</u> Debating hard and soft flood defences in Boscastle.</p> <p><u>Skills:</u> To understand the processes that give rise to key physical and human geographical features of the world and their interdependence.</p> <p><u>SMSC/British Values:</u> <i>Understanding the consequences of our actions as a society.</i></p> | <p><u>Themes:</u> To investigate the global health crisis and how effectively we deal with disease.</p> <p><u>Assessment:</u> Who should look after granny? Decision making report.</p> <p><u>Skills:</u> To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p><u>SMSC/British Values:</u> <i>Exploring the values and beliefs of others.</i></p> | <p><u>Themes:</u> To examine how we as a society deal with natural disasters.</p> <p><u>Assessment:</u> Newspaper report on the scale of the Japan tsunami disaster.</p> <p><u>Skills:</u> To understand how key physical and human processes bring about spatial variation and change over time.</p> <p><u>SMSC/British Values:</u> <i>Experiencing fascination, awe and wonder.</i></p> | <p>Themes: To investigate the conflicts between development and the environment.</p> <p><u>Assessment:</u> Newspaper report: Is China helping or hurting Africa?</p> <p><u>Skills:</u> To develop contextual knowledge of the location of globally significant places.</p> <p><u>SMSC/British Values:</u> <i>Exploring the values and beliefs of others.</i></p> | <p><u>Themes:</u> To examine the impacts of physical and human interactions in an environment under threat.</p> <p><u>Assessment:</u> Why might Doncaster be a coastal resort by 2030? Reasoned report.</p> <p><u>Skills:</u> To understand the processes that give rise to key physical and human geographical features of the world and their interdependence.</p> <p><u>SMSC/British Values:</u> <i>Preparing for life in modern Britain.</i></p> |
| <p>Enrichment/Extra Curriculum:</p> <ul style="list-style-type: none"> • Joint Science trip to Paris • Possible coasts trip | | | | | |