

Key Stage 3 Curriculum Excellence Geography



The purpose of the CLF, is at the **HEART**, of all we do:

Establish **High expectations** for all that we seek to achieve

Create **Equity** of opportunity, removing disadvantage

Champion the success and life chances of **All children** in the communities we serve

Furnish pupils and staff with the **Resilience** to succeed as lifelong learners

Promote **Tolerance** and respect for ourselves, our communities and our environment



The curriculum enables children to...
acquire... **Knowledge & Skills**, which
secured through... **Application**
develops... **Understanding**
and allows them to seek... **Meaning**
and achieve... **Personal growth**

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CLF KS3 Curriculum Principles

- The curriculum enables children to acquire **knowledge and skills**, which are secured through **application** (over time and in different contexts) to develop **understanding** (change in long term memory) and allows children to seek **meaning** and achieve **personal growth**.
- Built-up from KS2 to secure a foundation for young people for life (... and KS4). **Based on Age Related Expectations and using DOYA.** (Not built down from KS4).
- Focused on the **progression of content and concepts** through the KS3 curriculum that accelerates progress within a **progressive and purposeful 3-19 CLF Curriculum**.
- The curriculum is our opportunity to inspire children to be **successful individuals, historians, mathematicians, geographers, musicians, authors, artist, sportspeople, scientists, writers, innovators, dreamers, magicians, mothers, fathers, positive citizens**.
- On a platform of standardisation the curriculum releases teachers to drive up learning and progress. **Standardised Age Related Expectations, curriculum and assessment** frees and empowers experts to collaborate, follow the learning and teach.
- The curriculum will be **curated by subject experts and teams from across the Trust** who are empowered to evolve the curriculum that will allow all children to thrive.
- The content of the curriculum is progressive and is based on **consolidating and revisiting** content over time to secure progress over time.
- The curriculum seeks **depth of study rather than breadth** to build understanding and to seek meaning; stretching and challenging children to think.
- The Age Related Expectations and exemplars are **widely published** to support child, parent, teacher, leader and other staff understanding of the expected standards and the content of the curriculum, **enabling wider ownership of the curriculum**
- **Two key areas of assessment:**
 - **Shared on-line MCQ assessments four times a year** to assess knowledge/skills acquisition and elements of application and understanding. Immediate feedback from on-line supports understanding of gaps and re-teaching.
 - **Teacher assessment of learning that uses standardised exemplar material** to assess agreed subject written responses/assessments, supporting teachers to make a broad assessment of children's attainment against DOYA.
- Given the shared AREs and assessment cycle teachers are freed to **plan to meet need** and support all children to feel and be successful. Approaches to **pedagogy are based on cognitive science:**
 - Supporting children to experience **desirable difficulty** and grapple with learning in their proximal zone.
 - Explicitly secure **knowledge and skills** through **application** to build **understanding and seek meaning**
 - **Specificity of feedback** for impact and the **developed and precise use of modelling, explanations and questioning** to secure progress.
 - Emphasis on the development of **reading (widely and often), oracy and quality of writing**.

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Creating global citizens

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments which will be explored through fieldwork. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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Statement of Intent

This is the core content for the KS3 curriculum for year 7 and 8. This is the minimum content that should be taught to all KS3 geography students. This is designed to be a slim curriculum with time to reteach and possibly time to teach additional content to engage and inspire students. Knowledge, skills, understanding and meaning are split into 4 units for each year. The units are unequal sizes, with unit 1 in each year being 5 weeks and units 2 and 3, 6 weeks and unit 4, 7 weeks, this is reflected in the amount of content in each unit. There will be a multiple-choice test at the end of each unit accompanied by either an extended piece

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of writing in units 1 and 3 or exam style questions in units 2 and 4. Each assessment will be synoptic and include questions on content taught from previous units. A judgement will be made based on a holistic approach for each child, referring to the year group AREs. Within each unit academies can teach this content in which ever order suits their students. There may be time to include additional knowledge and understanding or enrichment opportunities. There are fieldwork opportunities in both year 7 and 8 included in the SoL, there may be time to expand these and include other opportunities. The resources for teaching these are included in the KS3 folder in 0365.

Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. However, without repetition of material there is high chance pupils will not be able to utilise old modules and topics later on. Interleaving content ensures repetition over a long-time scale, keeping the geographical fundamentals in children's minds and gets them to use this knowledge again and again, and in different contexts. Whilst we are all following the same scheme of learning, we encourage teachers to plan according to their students' needs and interests to ensure that their Geography GCSE foundations are strong.

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ARE Descriptors

Year 7			
KS2 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in KS2 in this subject?</p> <p>This is very variable depending on school location, teacher and curriculum. They come to Y7 Geography with a wide range of experiences depending on their own personal experience and the Geography provision at their primary school. They usually associate Geography with maps and may have looked at some aspects of Geography as a topic lesson but it can be greater than this.</p> <p>It will be necessary to assume no KS2 prior learning for Geography but to provide challenge for those students who may have had experience of KS2 Geography.</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 7 that build up from KS2?</p> <p>Students will</p> <p>-Learn about</p> <ul style="list-style-type: none"> • Where in the world? • Urbanisation • Rivers and Flooding <p>-Know</p> <ul style="list-style-type: none"> • Urban and rural characteristics of a place • Scale including local, national and global • Physical and human features. • Implications for people including causes, effects and responses • The position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones 	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Students will</p> <p>-Understand:</p> <ul style="list-style-type: none"> • Physical geography relating to the formation of land forms and differences between rural and urban areas • Human geography relating to our changing urban world. • The interactions between human and physical Geography, their changing landscapes, environments and climate • The differences between social, environmental and economic impacts • The need for sustainable development 	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Students will</p> <ul style="list-style-type: none"> • Have a sense of their place in the world • Have an awareness of their changing human and physical environments

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	<ul style="list-style-type: none"> • How to locate places on a map using four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) • Simple compass directions (North, South, East and West) and locational and directional language • How to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans <p>-be able to:</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary • Use and interpret unfamiliar source material such as maps and graphs • Use direction, scale, distance and relief • Draw diagrams • Label accurately • Refer to examples • Identify advantages and disadvantages • Draw conclusions 		
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Year 8			
Year 7 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 7 in this subject?</p> <p>Students will have an awareness of their place in the world and their locality. They will have an understanding of basic Geographical skills such as atlas and map skills and they will know continents and oceans.</p> <p>Students will understand settlement processes, challenges and opportunities of urbanisation</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 8 that build up from Year 7?</p> <p>Students will</p> <p>-Learn about</p> <ul style="list-style-type: none"> • Population and development • Natural hazards • Exploring Brazil <p>-Know</p> <ul style="list-style-type: none"> • Develop contextual knowledge of LICs, HICs and NEEs • Know a wider range of geographical vocabulary • Population structures linking to development • Measures of development • The concept of plate tectonics • Causes, effects and responses to natural hazards in contrasting locations 	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Students will</p> <p>-Understand:</p> <ul style="list-style-type: none"> • Physical geography relating to the formation of land forms and differences between countries at contrasting levels of development • Human geography relating to our changing population structures. • The interactions between human and physical Geography, their changing landscapes and how they are managed • The differences between social, environmental and economic impacts 	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Students will</p> <ul style="list-style-type: none"> • Have an awareness of how rapid change will impact their lives and the future • Have empathy for people in challenging environments • Drive a desire to be an active global citizen

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	<ul style="list-style-type: none"> • Know the location, human and physical characteristics, including the inequalities, of Brazil <p>-be able to:</p> <ul style="list-style-type: none"> • Use a wider range of geographical vocabulary • Use, interpret and analyse more complex unfamiliar source material such as maps and graphs • Use direction, scale, distance and relief accurately • Draw and annotate diagrams/ sketches • Refer to specific examples • Discuss advantages and disadvantages • Justify conclusions • Describe patterns and relationships 	<p>and responses in contrasting countries</p> <ul style="list-style-type: none"> • The importance of sustainable development 	
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Curriculum and Assessment Skeleton

Year 7				
ARE Point	1	2	3	4
Unit Title	Where in the world are we?	How do we locate our place in the world?	How is urbanisation changing our world?	Why do rivers flood and how does this affect people?
MCQ	20 questions testing students Geographical concepts and skills	20 questions testing students Geographical concepts and skills	20 questions testing students Geographical concepts and skills	20 questions testing students Geographical concepts and skills
DOYA	Extended written task - Physical and human geography	Lesson based exam style questions.	Extended written task - traffic management	Lesson based exam style questions.

Year 8				
ARE Point	1	2	3	4
Unit Title	How is population changing our world?	How is development changing our world?	Why do natural hazards happen and how does this affect people?	How is Brazil changing?
MCQ	20 questions testing students Geographical concepts and skills	20 questions testing students Geographical concepts and skills	20 questions testing students Geographical concepts and skills	20 questions testing students Geographical concepts and skills
DOYA	Extended written task - China's one child policy	Lesson based exam style questions.	Extended written task- Tsunami	Lesson based exam style questions.

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Medium Term Plan

Subject: Geography	Unit Title: Where in the world are we?	ARE Point: 7.1
<p>Key Essentials:</p> <p>Content: Locate continents, oceans and use lines of latitude and longitude. Use an atlas to locate places. Identify and label human and physical features. Locate main physical and human features of the UK. Use the 8 points of the compass.</p>	<p>WHY are children LEARNING this? To have a sense of their place in the world. To have an awareness of their changing human and physical environments.</p>	
<p>Concepts: 7 continents Major oceans – Pacific, Atlantic, Indian, Southern, Arctic Equator, tropics, Greenwich meridian, international date line. Atlas- Contents, index, cities, capital cities, rivers, mountains. Using a North arrow, physical categories – landforms, weather, and vegetation. Human categories – population, settlement, economic. Upland, lowlands, rivers, seas. Compass directions- North, South, East, West, NE, SE, SW, NW. Lines of latitude and longitude. Physical and human features.</p>	<p>HOW will ORACY, READING and WRITING be developed? Students will be encouraged to use key Geographical vocabulary. Students will regularly read Geographical texts within lessons. Students will answer in full sentences. Students will be provided with opportunities to practise extended writing and exam style questions.</p>	

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<p>Terminology and Vocabulary (subject specific and academic): Physical, human, population, settlement, economic, latitude, longitude, Equator, Greenwich Meridian, relief, contours, spot heights, grid references, landforms, vegetation, continent, country, city, rural, urban, upland, lowland.</p>	
<p>Extended Response (writing, performance or product): For a physical or human environment you know using the outline below (lesson 3).</p>	<p>WHAT will PROGRESS look like in this unit? Midterm assessment and key tasks have mark schemes with DOYA descriptors and exemplar work. Students will show progress through moving up the ARE descriptor developing their ability to describe, explain and evaluate.</p>

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Medium Term Plan

Subject: Geography	Unit Title: How do we locate our place in the world?	ARE Point: 7.2
<p>Key Essentials:</p> <p>Content:</p> <p>Measure distance using a scale on a map.</p> <p>Locate place on a map using grid references.</p> <p>Read relief on a map.</p> <p>To read a local OS map.</p> <p>Describe routes.</p>	<p>WHY are children LEARNING this?</p> <p>To have a sense of their place in the world.</p> <p>To have an awareness of their changing human and physical environments.</p> <p>To be able to use an OS map and find places.</p>	
<p>Concepts:</p> <p>Physical and human features.</p> <p>Straight line and winding distances, convert to km or miles from cms.</p> <p>4 and 6 figure grid references.</p> <p>Contours, spot heights, trig points, layer shading.</p> <p>OS Maps- Key, grid refs, scale and distances, relief.</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>Students will be encouraged to use key Geographical vocabulary.</p> <p>Students will regularly read Geographical texts within lessons.</p> <p>Students will answer in full sentences.</p> <p>Students will be provided with opportunities to practise extended writing and exam style questions.</p>	
<p>Terminology and Vocabulary (subject specific and academic):</p> <p>Physical, human, relief, contours, spot heights, grid references, landforms, vegetation, continent, country, city, rural, urban, upland, lowland.</p>		
<p>Extended Response (writing, performance or product):</p> <p>CLF Written assessment term 2 describing a route using map skills.</p>	<p>WHAT will PROGRESS look like in this unit?</p> <p>The final assessment will have mark schemes with DOYA descriptors and exemplar work.</p> <p>Students will show progress through moving up the ARE descriptor developing their ability to describe, explain and evaluate.</p>	

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Medium Term Plan

Subject: Geography	Unit Title: How is urbanisation changing our world?	ARE Point: 7.3
<p>Key Essentials:</p> <p>Content: The difference between rural and urban locations and use a local OS map to locate them. Site factors for settlement and can explain why these were important for early settlers. Settlement patterns on a local OS map. Explain how settlements change over time using local maps. Analyse the benefits and problems of the growth of settlements using our local OS map. To know characteristics of each area of the urban land use model and apply each area to a local OS map. To recognise land use changes in the local area using an OS map. To describe and explain the problems of traffic in urban areas. To evaluate the solutions to traffic problems in the local area. DME - To be able to justify the location for a new motorway junction.</p>	<p>WHY are children LEARNING this?</p> <p>To build awareness of the constantly changing make-up of the urban world As global citizens, students need to be empowered to enter their own community, and beyond, to make sustainable choices</p>	
<p>Concepts: Settlement development, types and locational factors Settlement challenges and opportunities Standard of living and quality of life Sustainable management in settlements</p> <p>Terminology and Vocabulary (subject specific and academic): HIC, LIC, NEE, Rural, urban, city, countryside, buildings, open space.</p>	<p>HOW will ORACY, READING and WRITING be developed? Students will be encouraged to use key Geographical vocabulary. Students will regularly read Geographical texts within lessons. Students will answer in full sentences. Students will be provided with opportunities to practise extended writing and exam style questions. Students will develop persuasive writing styles and use these to justify decision making</p>	

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<p>Location, wet point, dry point, defence, water supply, raw materials.</p> <p>Nucleated, dispersed, linear (ribbon development), settlement pattern.</p> <p>Shape, function, land use, number, type, suburbanised, development.</p> <p>Quality of life, services, access, opportunities, congestion, pollution, crime/vandalism, litter, high prices, derelict, homelessness.</p> <p>Function, commerce, industry, residential, open spaces, urban model, CBD, Inner City, Inner, suburbs, Outer suburbs.</p> <p>Inner City, development, employment, residential, environment.</p> <p>Congestion, traffic jams, air pollution, noise pollution.</p> <p>Bus lane, Park and Ride, car share, cycle paths, Oyster cards, Public transport.</p>	
<p>Extended Response (writing, performance or product):</p> <p>Decision Making Exercise - To be able to justify the location for a new motorway junction.</p>	<p>WHAT will PROGRESS look like in this unit?</p> <p>The final assessment will have mark schemes with DOYA descriptors and exemplar work.</p> <p>Students will show progress through moving up the ARE descriptors developing their ability to describe, explain and evaluate their decision making through persuasive geographical writing.</p>

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Medium Term Plan

Subject: Geography	Unit Title: Why do rivers flood and how does this affect people?	ARE Point: 7.4
<p>Key Essentials:</p> <p>Content:</p> <p>Label a diagram of the hydrological cycle.</p> <p>Predict effects caused by changes to the cycle (e.g. increase in rainfall)</p> <p>Identify a tributary and river mouth on an OS map.</p> <p>Describe the process of erosion that creates a v-shaped valley and river channels</p> <p>Identify aspects of the drainage basin including those which may affect flood risk e.g. relief, geology, land use, vegetation and associated weather (including case studies HIC and LIC/NEE)</p> <p>Draw, label and interpret hydrographs.</p> <p>Identify primary and secondary effects of, and immediate and long term response to flooding.</p> <p>Recognition of hard and soft engineering.</p> <p>Evaluation of immediate, short and long term responses, hard and soft engineering.</p>		<p>WHY are children LEARNING this?</p> <p>To have an awareness of how humans and their physical environment are interdependent</p> <p>The management of humans in their physical environment is challenging and place specific</p>
<p>Concepts:</p> <p>River drainage basins are systems with inputs, outputs and stores</p> <p>Systems are influenced by external factors, both human and physical</p>		<p>HOW will ORACY, READING and WRITING be developed?</p>

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<p>Humans and their physical environment are inherently linked, e.g. human activity impacts physical systems (flooding) and physical systems impact human activity (management choices).</p>	<p>Students will be encouraged to use key Geographical vocabulary. Students will regularly read Geographical texts within lessons. Students will answer in full sentences.</p>
<p>Terminology and Vocabulary (subject specific and academic): Hydrological cycle, stores, transfers, evaporation, transpiration, condensation, precipitation, surface water and ground water, River basin, watershed, source, tributary, channel, mouth, Erosion, weathering, transportation,, deposition, bedload, v-shaped valley Resistant, less resistant rock, permeable / impermeable rock, saturation Discharge (m³), peak precipitation, peak discharge, lag time. Primary and secondary effects Hard engineering, Soft engineering Immediate, short and long term responses.</p>	<p>Students will be provided with opportunities to practise extended writing and exam style questions. Students focus on developing discursive writing including describing flood impacts, explaining why these occurred and evaluating the responses in case studies of differing development levels</p>
<p>Extended Response (writing, performance or product): CLF written assessment term 6 'The more developed a country is, the better it can cope with flooding' Do you agree? Discuss</p>	<p>WHAT will PROGRESS look like in this unit? The final assessment will have mark schemes with DOYA descriptors and exemplar work. Students will show progress through moving up the ARE descriptors developing their ability to describe, explain and evaluate in order to agree or disagree with a point of view</p>

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Medium Term Plan

Subject: Geography	Unit Title: How is population changing our world?	ARE Point: 8.1
<p>Key Essentials:</p> <p>Content: To describe the global distribution of population and reasons for it. To describe the cause and effect of population size. To describe the cause and effect of population size using a case study. To explain push and pull factors and the impacts of migration</p>	<p>WHY are children LEARNING this?</p> <ul style="list-style-type: none"> • To build a sense of empathy with people in challenging environments. • To develop students understanding of local and global population change. • To help students understand the interactions between human and physical environments • To investigate and drive a desire to be an active global citizens 	
<p>Concepts: Population distribution, Population density Sparsely populated, Densely populated Development indicators Population structure, Population pyramid. Negative impact, Positive impact. Push factor, Pull factor, Migration, Refugee, Asylum seeker, Economic migrant.</p>	<p>HOW will ORACY, READING and WRITING be developed? Students will be encouraged to use key Geographical vocabulary. Students will regularly read Geographical texts within lessons. Students will answer in full sentences. Students will be provided with opportunities to practise extended writing and exam style questions. Students will develop persuasive writing styles and use these to justify decision making.</p>	
<p>Terminology and Vocabulary (subject specific and academic): Distribution and density Sparsely and densely Birth rate, Death rate, Natural increase, Infant mortality, Life expectancy, Population structure, Population pyramid.</p>		

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<p>Negative impact, Positive impact.</p> <p>Push factor, Pull factor, Migration, Refugee, Asylum seeker, Economic migrant.</p>	
<p>Extended Response (writing, performance or product): Evaluation of China's one child policy- the advantages and disadvantages.</p>	<p>WHAT will PROGRESS look like in this unit? The midterm assessment will have mark schemes with DOYA descriptors and exemplar work. Students will show progress through moving up the ARE descriptors developing their ability to describe, explain and evaluate in order to agree or disagree with a point of view</p>

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Medium Term Plan

Subject: Geography	Unit Title: How is development changing our world?	ARE Point: 8.2
<p>Key Essentials:</p> <p>Content: To make a decision about how developed the UK is using geographical terms and knowledge. To describe how development is measured. To show how development changes with population. To identify the employment structure of HICs, LICs and NEEs. To play the trading game and draw conclusions based on what you found. To describe the advantages and disadvantages of Fair-trade.</p>	<p>WHY are children LEARNING this?</p> <ul style="list-style-type: none"> • To build a sense of empathy with people in challenging environments. • To develop students understanding of local and global population change. • To help students understand the interactions between human and physical environments • To investigate and drive a desire to be an active global citizens 	
<p>Concepts: Classification of a countries level of development.</p> <p>Development indicators.</p> <p>The demographic transition model.</p> <p>Employment structures.</p> <p>Fairtrade being used to reduce the development gap.</p>	<p>HOW will ORACY, READING and WRITING be developed? Students will be encouraged to use key Geographical vocabulary. Students will regularly read Geographical texts within lessons. Students will answer in full sentences. Students will be provided with opportunities to practise extended writing and exam style questions. Students will develop persuasive writing styles and use these to justify decision making.</p>	
<p>Terminology and Vocabulary (subject specific and academic): Higher income country, Lower income country, Newly emerging economy. Birth rate, Death rate, Life expectancy, Literacy rate, Infant mortality rate, Natural increase, People per doctor, GNP, demographic transition model</p> <p>Primary Sector, Secondary Sector, Tertiary Sector, Quaternary Sector.</p> <p>Fairtrade, Company, Profit, Consumer, Plantation.</p>		
<p>Extended Response (writing, performance or product): CLF assessment term 2- Fairtrade does it work? DOYA assessed piece.</p>	<p>WHAT will PROGRESS look like in this unit?</p>	

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	<p>The final assessment and key tasks have mark schemes with DOYA descriptors and exemplar work.</p> <p>Students will show progress through moving up the ARE descriptor developing their ability to describe, explain and evaluate.</p>
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Medium Term Plan

Subject: Geography	Unit Title: Why do Natural Hazards happen and how do they affect people?	ARE Point: 8.3
<p>Key Essentials:</p> <p>Content: Structure of the Earth: Inner core, outer core, mantle, crust Name the major plates. Differences between continental crust and oceanic crust The distribution of earthquakes and volcanoes Tectonic processes and landforms at each plate margin: Constructive, destructive and conservative margins . Structure of a composite cone volcano Explain the formation of volcanoes at destructive boundaries Explain why earthquakes can occur. Explain how earthquakes are measured. Assess whether higher magnitude always means more damage Identify the features of a tsunami Explain the cause, impacts and responses of a tsunami. (e.g. Indian Ocean 2004) Explain how we can reduce the risks of hazards. features of a tropical storm formation of a tropical storm Describe the cause, effects and response to a tropical storm (e.g. Hurricane Katrina)</p>		<p>WHY are children LEARNING this?</p> <ul style="list-style-type: none"> • To build a sense of empathy with people in challenging environments. • To develop students understanding of physical processes. • To help students understand the interactions between human and physical environments • To investigate and drive a desire to be an active global citizens
<p>Concepts: Relationship of plate boundaries to the pattern of earthquakes and volcanoes. Constructive, destructive and conservative margins Tectonic processes and landforms at each plate margin.</p>		<p>HOW will ORACY, READING and WRITING be developed?</p> <p>Students will be encouraged to use key Geographical vocabulary. Students will regularly read Geographical texts within lessons.</p>

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<p>The process of subduction at destructive plate margins and related landform e.g ocean trenches, fold mountains etc. How impacts of natural hazards are related to levels of development. The impacts and responses to hazards vary between HICs, LICs and NEEs and can be categorised. Responses come in various forms: monitor, predict, protect, plan, aid.</p>	<p>Students will engage with a first person witness account. Students will answer in full sentences. Students will be provided with opportunities to practise extended writing and exam style questions. There will be an emphasis on categorising information. Students focus on developing discursive writing including describing tectonic hazards and explaining their impacts.</p>
<p>Terminology and Vocabulary (subject specific and academic): Earthquakes, volcanoes, tsunamis, tectonic processes, landforms. Structure of the Earth: Inner core, outer core, mantle, crust. Continental crust, oceanic crust. Plate boundaries/ margins. Constructive, destructive and conservative. Composite cone volcano, secondary cone, vent, crater, magma chamber. Subduction zone, friction, ocean trench, fold mountains. Earthquakes: focus, epicentre, Richter Scale, magnitude, seismic waves, aftershocks, fault lines. Displacement Primary and secondary effects, immediate and long-term response, early warning system, aid, HICs, LICs and NEEs Hazard response: Monitor, predict, protect, plan, aid. Tropical storm characteristics: Low pressure, eye.</p>	
<p>Extended Response (writing, performance or product): Tsunami impacts question: Discuss the impacts of a tsunami event you have studied.</p>	<p>WHAT will PROGRESS look like in this unit? The final assessment and key tasks have mark schemes with DOYA descriptors and exemplar work. Students will show progress through moving up the ARE descriptor developing their ability to describe, explain and evaluate.</p>

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Medium Term Plan

Subject: Geography	Unit Title: How is Brazil changing?	ARE Point: 8.4
<p>Key Essentials:</p> <p>Content: Locate Brazil using an atlas.</p> <p>To understand Brazil's main physical features.</p> <p>To explore push and pull factors in Brazil.</p> <p>Different ways of measuring Brazil's development.</p> <p>To understand why Brazil is known as the land of contrasts.</p> <p>To design a new sustainable settlement in Brazil.</p> <p>To explore the amazon rainforest and to examine what life is like there.</p> <p>How do animals adapt to living in tropical rainforests?</p> <p>To explore the importance of rainforests so that we understand why we need them.</p> <p>To understand how the Kayapo people live.</p> <p>To explore and evaluate the threats to the rainforest.</p> <p>Should the Belo Monte dam be built?</p> <p>To find out what happened to Chico Mendez.</p>	<p>WHY are children LEARNING this?</p> <ul style="list-style-type: none"> • To build a sense of empathy with people in challenging environments. • To develop students understanding of local and global population change. • To help students understand the interactions between human and physical environments • To investigate and drive a desire to be an active global citizens 	
<p>Concepts: Location of Brazil in relation to other places – oceans, continents, countries, latitude, longitude.</p>	<p>HOW will ORACY, READING and WRITING be developed? Students will be encouraged to use key Geographical vocabulary. Students will regularly read Geographical texts within lessons.</p>	

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<p>Brazil is made up of both physical and human features.</p> <p>Migration of people within Brazil. - Urban and rural, push and pull factors.</p> <p>Brazil is a NEE. Development indicators to show this.</p> <p>Brazil is unevenly developed due to human and physical causes.</p> <p>Sustainable urban living.</p> <p>Characteristics and adaptations of a rainforest ecosystem.</p> <p>The importance and threats to the rainforest.</p> <p>Evaluation of large scale development of the rainforest.</p> <p>Conflict in the rainforest.</p>	<p>Students will answer in full sentences.</p> <p>Students will be provided with opportunities to practise extended writing and exam style questions.</p> <p>Students will develop persuasive writing styles and use these to justify decision making.</p>
<p>Terminology and Vocabulary (subject specific and academic):</p> <p>River Amazon, Amazon rainforest, Brazilian highlands, coastal lowlands.</p> <p>Urban and rural, push and pull factors.</p> <p>HIC, LIC, NEE, Development indicators.</p> <p>Climate, location, wealth, population, Sao Paulo, Favelas, problems, solutions, sustainable.</p> <p>Distribution, climate, rainforest strata, Adaptations.</p> <p>Deforestation, Medicine, indigenous people, habitats, global and local.</p> <p>Indigenous, sustainability, traditions</p>	

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<p>Logging, slash and burn, Hydroelectric power., rubber tapping, sustainability.</p>	
<p>Extended Response (writing, performance or product): CLF term 6 written assessment.</p>	<p>WHAT will PROGRESS look like in this unit? The final assessment and key tasks have mark schemes with DOYA descriptors and exemplar work. Students will show progress through moving up the ARE descriptor developing their ability to describe, explain and evaluate.</p>

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DOYA Exemplification

- Deepening (D): describes a child who has reached the year group expectation and is now taking this deeper into more abstract work. These children are following their passion within a broad curriculum that inspires the full range of attainment and interest.
- On track/Working at current age related expectation (O): describes a child who is working at the age related expectation and fulfils all the descriptors.
- Yet to be on track (Y): describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- At an earlier stage in their learning journey (A): describes a child who working at a level below the age related expectation, typically around a year behind.