

<p>What will students learn / what skills will they develop?</p> <p><b>Year 7</b></p> <p>Topics covered include:</p> <ul style="list-style-type: none"> <li>✓ An introduction to the UK and Geographic skills including map skills.</li> <li>✓ Settlements and town planning, looking at how towns and cities grow and develop.</li> <li>✓ Exciting places, looking at some of the most extreme and unusual landscapes on earth.</li> </ul> <p>These provide students with an introduction to both physical and human geography, as well as developing key situational and location skills.</p> <p>Geographical skills are an essential part of every unit. Students start the year using and reinforcing most of the important map skills they will need in KS3 &amp; 4 Geography. These are practised, applied and developed in later units throughout the course. ICT is used to enhance the Geography being learnt, make presentations more effective and help to complete tasks more efficiently. A good example of this is the group presentations made by year 7's on the topic of London as a major settlement.</p> <p>Expected Progress by the end of Year 7 NC Levels 3-4</p> <p>Students describe features, places and processes and are beginning to offer explanations linking all of these to real world case studies. Responses show a satisfactory understanding. A range of appropriate geographical vocabulary is used and some factual knowledge is demonstrated</p> <p>More than Expected Progress by the end of the Year. NC Levels 5-6</p> <p>Students describe features, places and processes in detail and a range of reasoned explanations are offered. Responses show good geographical understanding. A wide range of geographical vocabulary is used and some factual knowledge is demonstrated.</p>	<p>What will students learn / what skills will they develop?</p> <p><b>Year 8</b></p> <p>Geographical skills are an integral part of every unit. So we again start year 8 with fieldwork and locational skills to reinforce what was learnt in year 7.</p> <p>Students build upon their awareness of physical and human geography through the study of:</p> <ul style="list-style-type: none"> <li>✓ Humans and our interactions with the environment, including the pertinent and timely study of climate change.</li> <li>✓ Work and development to help our students understand how humans develop with a special eye on the economy to foster students informed on contemporary issues.</li> <li>✓ Tourism and India, to look at the important global industry of tourism and the emerging nation of India as a new world power.</li> </ul> <p>Students will develop, use and reinforce a range of skills necessary to carry out geographical enquiry and to interpret Geographical information, including selecting appropriate graphical skills to represent information. ICT is used to augment the geography being learnt as well as developing students' research skills, for example during the development unit using online data resources like Gapminder.</p> <p>Expected Progress by the end of Year 8 NC Levels 4-5</p> <p>Students describe features, places and processes in detail and a range of reasoned explanations are offered. Responses show good understanding. A wide range of geographical vocabulary is used and some factual knowledge is demonstrated.</p> <p>More than Expected Progress by the end of the Year NC Levels 6-7</p> <p>Students describe features, places and processes in details and increasingly detailed explanations are offered. Responses show a very good geographical understanding. Initiative is shown in researching work.</p> <p>A wide range of geographical vocabulary is used and broad factual knowledge is demonstrated.</p>	<p>What will students learn / what skills will they develop?</p> <p><b>Year 9</b></p> <p>Students develop their geographical understanding to a more advanced and analytical level through the study of:-</p> <ul style="list-style-type: none"> <li>✓ Advanced Map skills including mapping trends and distributions as well as independent use of GIS.</li> <li>✓ China as a new superpower and influential economy.</li> <li>✓ Energy and Climate, to gain an appreciation of the issues facing the future of the human race.</li> <li>✓ World at Risk, a study of natural hazards and how they affect people and are managed.</li> </ul> <p>Students will continue to develop, use and reinforce a range of skills necessary to carry out geographical enquiry and to interpret geographical information, including interpreting photographs, maps and satellite images. ICT is used to enhance the geography being learnt and students are given opportunities to build upon their ICT skills, as well as further developing GIS skills during the China unit.</p> <p>Expected Progress by the end of Year 9 NC Levels 4-5</p> <p>Students describe features, places and processes in detail and increasingly detailed explanations are offered. Responses show a very good understanding. Initiative is shown in researching work. A wide range of geographical vocabulary is used and broad factual knowledge is demonstrated.</p> <p>More than Expected Progress by the end of the Year NC Levels 6-8</p> <p>Written descriptions are very thorough and explanations show a great depth of detail and analysis. Conclusions are substantiated. Exemplification is detailed. Students recognise patterns within human activities that affect the surrounding environments locally, nationally and globally.</p>
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<p><b>Assessment</b> Formative and Summative assessments are administered every 3 weeks as part of our school assessment cycle. In each half term there are two assessed tasks (one formative [i.e. under exam conditions] and one summative [a fully graded and marked piece of exam style piece of work]). Students receive a National Curriculum level for these and they will complete a review of their performance and respond to staff feedback (this involves completion or improvement of a task using teacher feedback to improve knowledge and understanding) on their review. Assessment for learning is integral to the teaching of Geography. Opportunities are built regularly into lessons for peer assessment and self-assessment. Formal home study tasks are marked by the class teacher and diagnostic comments given. They are used to focus students on the 'next steps' required to achieve their target level.</p>	<p><b>Literacy</b> Across Key Stage 3 students are given opportunities to develop different styles of writing, for example instructional (giving directions in Year 7), recount (writing about the events of a natural hazard in Year 9), explanation (explaining the development of a country in Year 8), information (providing information about the UK to an immigrant in the form of a leaflet from the UK Border Agency in Year 8), persuasion (writing a letter to the Prime Minister to persuade him to reduce the UK's greenhouse gas emissions in Year 9), discursive writing (producing a newspaper report about urban regeneration in Stratford in Year 8), analysis (an analytical essay on China's Dongtan eco-city project in Year 9) and evaluation (evaluating the success and legacy of the London 2012 Olympics in Year 8). Units of work allow for the development of speaking and listening skills through questioning, debates, role plays and presentations. Students are encouraged to explain their ideas and express their feelings and opinions. Key word posters littered throughout every classroom reinforce key geographical vocabulary and vibrant displays showcase geographical topics being studied. A range of reading materials (texts, newspapers, non fiction, journals etc.) are used to enhance the delivery of topics both in class and outside of lesson time. Students develop reading skills which are required to select and retrieve geographical information from a range of sources.</p>	<p><b>Additional Support for Learning</b> Help with homework is available for students during lunchtime and after school with our academic tutors in the Differentiated activities and worksheets are available to meet students' needs. Revision packs are available to support students in reaching their KS3 target levels. Reading lists are available for all students on the VLE.</p>
<p><b>Meeting the Needs of Individual Students</b> In assessment work, criteria for higher National Curriculum levels are always made available to students to encourage able students to extend their abilities within Geography. Structured writing frames are provided for those students who need more help with writing longer extended style answers. A range of teaching and learning activities are used in order to successfully engage students in their learning.</p>		<p><b>Extra-Curricular Activities and Clubs</b> We run a Geography Council comprised of members of each year group who help run Geographical competitions and initiatives in the school.</p>
<p><b>SMSC</b> Students will develop "Spiritual, Moral, Cultural and Social" skills, by looking at their immediate locality, their country, their continent and their world. They will develop a respect for regional differences and learn about the different cultures which exist in the UK. Students will develop their ability to appreciate diversity, both within and between countries, as well as examine their own values and attitudes about geographical issues. These topics allow students to understand the global community and how societies are linked. It allows students to consider their role as a citizen of the local community, as well as that of the wider world.</p>	<p><b>Numeracy</b> Students will develop numeracy skills by understanding scale, drawing, interpreting and analysing graphs, statistics and a variety of maps, including GIS maps. Students will have an opportunity to complete a geographical enquiry based on data collection and will use numeracy skills in this.</p>	<p><b>Stretch and Challenge</b> In the VLE and library we have a range magazines, articles and resources on our topics. Students can then access these to use the materials in their home study/assessments. Students are encouraged in a lot of topics to use these resources to aid their suggested improvements in their marking. The bespoke nature of our particular marking scheme allows us to set tasks to truly stretch and challenge our very able students.</p>
<p><b>Homework &amp; VLE</b> Homework is set fortnightly. Students are expected to spend 20-45 minutes on homework per week. Homework tasks include independent research, extended writing, drafting written work, redrafting written work, worksheets, preparing presentations, reading in preparation for lessons, research on topical geographical events. Through the VLE and library students have access to lesson resources, revision resources, stretch and challenge activities, teacher resources and reading lists.</p>	<p><b>Resources Needed</b> Pen, pencil, ruler, eraser, highlighter pens, green pen and colouring pencils. Websites to Support Learning <a href="http://www.geographyinthenews.rgs.org">www.geographyinthenews.rgs.org</a> <a href="http://www.googleearth.com">www.googleearth.com</a> <a href="http://www.bbc.bitesize.co.uk">www.bbc.bitesize.co.uk</a> <a href="http://www.childrensuniversity.manchester.ac.uk">www.childrensuniversity.manchester.ac.uk</a> <a href="http://www.geography.learnontheinternet.co.uk/podcasts/index.html">http://www.geography.learnontheinternet.co.uk/podcasts/index.html</a></p>	