

**Sir John Cass Red Coat School Programme of Study – Key Stage 3**  
**Subject: Geography**

Year 7	Year 8	Year 9
<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <ol style="list-style-type: none"> <li>1. An introduction to the UK and Geographic skills including map skills.</li> <li>2. Settlements and town planning, looking at how towns and cities grow and develop.</li> <li>3. Exciting places, looking at some of the most extreme and unusual landscapes on earth.</li> </ol>	<p><b><u>Topics Covered/ Areas of Focus:</u></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. Students build upon their awareness of physical and human geography through the study of:</p> <ol style="list-style-type: none"> <li>1. Humans and our interactions with the environment, including the pertinent and timely study of climate change.</li> <li>2. 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>3. Tourism and India, to look at the important global industry of tourism and the emerging nation of India as a new world power.</li> </ol>	<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p>Students develop their geographical understanding to a more advanced and analytical level through the study of:</p> <ol style="list-style-type: none"> <li>1. Advanced Map skills including mapping trends and distributions as well as independent use of GIS.</li> <li>2. China as a new superpower and influential economy.</li> <li>3. Energy and Climate, to gain an appreciation of the issues facing the future of the human race.</li> <li>4. World at Risk, a study of natural hazards and how they affect people and are managed.</li> </ol> <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><b><u>Skills Development &amp; Expected Progress:</u></b></p> <ul style="list-style-type: none"> <li>• Emerging</li> </ul> <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><b><u>Skills Development &amp; Expected Progress:</u></b></p> <ul style="list-style-type: none"> <li>• Emerging</li> </ul> <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> <ul style="list-style-type: none"> <li>• Developing/Advanced</li> </ul> <p>Students describe features, places and processes in</p>	<p><b><u>Skills Development &amp; Expected Progress:</u></b></p> <ul style="list-style-type: none"> <li>• Emerging/Developing</li> </ul> <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> <ul style="list-style-type: none"> <li>• Secure/Advanced</li> </ul>

<ul style="list-style-type: none"> <li>Developing/Advanced</li> </ul> <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>details and increasingly detailed explanations are offered.</p> <p>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>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>
<p><b>Assessment:</b></p> <p>Formative and Summative assessments are administered every 3 weeks as part of our school assessment cycle.</p> <p>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]).</p> <p>Students receive feedback on their attainment and progress for these assessments 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.</p> <p>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 grade.</p>	<p><b>Assessment:</b></p> <p>Formative and Summative assessments are administered every 3 weeks as part of our school assessment cycle.</p> <p>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]).</p> <p>Students receive feedback on their attainment and progress for these assessments 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.</p> <p>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 grade.</p>	<p><b>Assessment:</b></p> <p>Formative and Summative assessments are administered every 3 weeks as part of our school assessment cycle.</p> <p>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]).</p> <p>Students receive feedback on their attainment and progress for these assessments 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.</p> <p>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 grade.</p>
<p><b>Literacy:</b></p> <p>Across Year 7 students are given opportunities to develop different styles of writing, for example instructional (giving directions), explanation (explaining the regeneration of Stratford and Canary Wharf), information (providing information about the UK to an</p>	<p><b>Literacy:</b></p> <p>Across Year 8 students are given opportunities to develop different styles of writing, for example instructional (giving directions, describing distribution of features in map skills), explanation (explaining the development of Ghana's economy), information</p>	<p><b>Literacy:</b></p> <p>Across Year 9 students are given opportunities to develop different styles of writing, for example instructional (giving directions, describing distribution of features in map skills), explanation (explaining China's population control measures), information</p>

<p>immigrant in the form of a leaflet from the UK Border Agency), persuasion (writing a comparison of Stepney to Hampstead Heath), discursive writing (producing a newspaper report), and evaluation (evaluating the success and legacy of the Stratford regeneration). 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>(providing information about the UKs industries in the form of a leaflet from the Dept. of Finance), persuasion (writing an opinion piece on the fairness of tourism in developing countries), discursive writing (producing a newspaper report), and evaluation (evaluating the success and legacy of Fairtrade programmes in Africa). 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>(providing information about the UKs green industries in the form of a leaflet from the Dept. of the Environment), persuasion (writing an opinion piece on the different levels of sustainability of Britain's energy methods), discursive writing (producing a newspaper report), and evaluation (evaluating the success and failures of natural hazard risk management schemes). 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 more advanced 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 of varying difficulty.</p>
<p><b><u>Numeracy:</u></b></p> <p>Students will develop numeracy skills by understanding scale, drawing, interpreting and analysing graphs, statistics and a variety of maps, including GIS maps. The use of coordinates is key to map skills and reoccurs in many topics.</p>	<p><b><u>Numeracy:</u></b></p> <p>Students will develop numeracy skills by understanding scale, drawing, interpreting and analysing graphs, statistics and a variety of maps, including GIS maps. The use of coordinates is key to map skills and reoccurs in many topics.</p>	<p><b><u>Numeracy:</u></b></p> <p>Students will develop numeracy skills by understanding scale, drawing, interpreting and analysing graphs, statistics and a variety of maps, including GIS maps. The use of coordinates is key to map skills and reoccurs in many topics.</p>
<p><b><u>ICT:</u></b></p> <p>As part of the map skills module students are introduced to Geographical Information Systems like Google Earth. They learn to use these systems to appreciate scale and direction as well as combine mapping with information to create sources of information about human and natural environments.</p>	<p><b><u>ICT:</u></b></p> <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</p>	<p><b><u>ICT:</u></b></p> <p>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. Online research methods and use of more advanced statistical websites are used to create a wealth of information for case study</p>

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<p><b><u>Life in Modern Britain:</u></b></p> <p>Settlements – Students look at the evolution and current set up of British cities including the focus on the Central Business District. Exciting Places – Students study the immigration system of Australia and compare it to the UKs.</p>	<p><b><u>Life in Modern Britain:</u></b></p> <p>Work - Industry is looked at in depth and the model of Britain's capitalist economy. The segregation and movement of industries between poorer and richer nations is explored. Development – The social and economic development of Britain and its former colonies is investigated. Students look at Britain's role in contemporary global societal issues.</p>	<p><b><u>Life in Modern Britain:</u></b></p> <p>China – Students look at the complex social and political links Britain fosters with emerging economic nations like China. The social and economic impacts of this are explored. Energy and Climate – Students look at Britain's role as a world player on energy markets and the potential political ramifications of trading with energy rich nations and the conflicts that can arise as a result.</p>
<p><b><u>SMSC:</u></b></p> <p>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><u>SMSC:</u></b></p> <p>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><u>SMSC:</u></b></p> <p>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><u>Meeting the needs of individual students &amp; Additional Support:</u></b></p> <p>In assessment work, criteria for higher attainment and progress 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</p>	<p><b><u>Meeting the needs of individual students &amp; Additional Support:</u></b></p> <p>In assessment work, criteria for higher attainment and progress 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</p>	<p><b><u>Meeting the needs of individual students &amp; Additional Support:</u></b></p> <p>In assessment work, criteria for higher attainment and progress 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</p>

<p>extended style answers. A range of teaching and learning activities are used in order to successfully engage students in their learning.</p>	<p>extended style answers. A range of teaching and learning activities are used in order to successfully engage students in their learning.</p>	<p>extended style answers. A range of teaching and learning activities are used in order to successfully engage students in their learning. We have developed "G&amp;T packs" for our more able year 9's. These are extension booklets covering all topics that more able students can turn to if they complete classwork quicker than others.</p>
<p><b><u>Extra-Curricular Activities &amp; Club:</u></b></p> <p>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><u>Extra-Curricular Activities &amp; Club:</u></b></p> <p>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><u>Extra-Curricular Activities &amp; Club:</u></b></p> <p>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><u>Independent Study/ Homework:</u></b></p> <p>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><u>Independent Study/ Homework:</u></b></p> <p>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><u>Independent Study/ Homework:</u></b></p> <p>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>Resources for Learning Support and VLE:</p> <p>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>	<p>Resources for Learning Support and VLE:</p> <p>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>	<p>Resources for Learning Support and VLE:</p> <p>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>

