



THE ARNEWOOD SCHOOL

KEY STAGE 3

GEOGRAPHY



Implementation:

Students' natural curiosities about the world will help them to transition into secondary Geography, where several lessons are led by the concept of Geographical Enquiry. Here students learn the theory behind natural and human processes, of which they have probably witnessed themselves, such as acid rain, the different waves on a beach, what happens when volcanoes erupt and how people can impact on the environment.

Year 7:

Half term	Curriculum focus	Landmark assessment
Autumn 1	<p><u>Wild Weather and Extreme Environments</u> To use geographical enquiry to determine how wild weather occurs and how it can impact people and the environment. To explain how extreme environments form and how people and animals have to adapt to survive there.</p>	<p>Interim knowledge test.</p> <p>GCSE style exam. GCSE grade boundaries applied.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Autumn 2	<p><u>Wild Weather and Extreme Environments</u> Continuation of topic.</p> <p><u>Tourism</u> To build on the skills of geographical enquiry to understand how human activities can alter a physical landscape. To evaluate ways in which countries can develop economically, yet balance their contribution to degrading marine ecosystems. To locate key physical and human characteristics of Thailand and explain how sustainable human actions are.</p>	<p>Interim knowledge test.</p> <p>GCSE style exam. GCSE grade boundaries applied.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Spring 1	<p><u>Tourism</u> Continuation of topic.</p> <p><u>Climate Emergency</u> To be able to use sources of evidence to assess how much global climate is changing and why that is the case. To use geographical enquiry to consider the real impacts of climate change on remote</p>	<p>Interim knowledge test.</p> <p>GCSE style exam. GCSE grade boundaries applied.</p> <p>Continuous assessment through AfL activities in lessons.</p>





	communities and the creation of climate refugees.	
Spring 2	<u>Climate Emergency</u> To be able to use sources of evidence to assess how much global climate is changing and why that is the case. To use geographical enquiry to consider the real impacts of climate change on remote communities and the creation of climate refugees.	Interim knowledge test. GCSE style exam. GCSE grade boundaries applied. Continuous assessment through AfL activities in lessons.
Summer 1	<u>Climate Emergency</u> Continuation of topic. <u>Rivers and Coasts</u> To examine the physical processes acting along a coastline and river and how those processes interact to create distinctive landforms. To assess the human interventions along a coastline and river to protect against erosion and flooding. To understand how water is cycled around the globe and how human interactions can increase the likelihood of flooding hazards.	Interim knowledge test. GCSE style exam. GCSE grade boundaries applied. Continuous assessment through AfL activities in lessons.
Summer 2	<u>Rivers and Coasts</u> Continuation of topic.	Interim knowledge test. GCSE style exam. GCSE grade boundaries applied. Continuous assessment through AfL activities in lessons.

Co-Curricular: After-school clubs such as Gardening Club to encourage an awareness of local ecosystems and how human activities can help sustain our school environment.





Year 8:

Half term	Curriculum focus	Landmark assessment
Autumn 1	<u>Natural Hazards</u> To build on geographical enquiry skills to determine how hazardous the Earth is. To delve inside the Earth to explain how tectonic processes can cause natural hazards. To investigate how volcanoes, earthquakes, tsunamis and hurricanes impact people and the environment.	Interim knowledge test. GCSE style examination: including an 8 mark GCSE style question. Grades awarded using GCSE grade boundaries. Continuous assessment through AfL activities in lessons.
Autumn 2	<u>Natural Hazards</u> Continuation of topic. <u>Superpowers</u> To determine which countries are considered superpowers. To investigate the activities of superpowers with regards to resource exploitation, trade and rapid development. To assess the impacts of superpowers on people and the environment.	Interim knowledge test. GCSE style exam, including an 8 mark question in GCSE style. Grades awarded using GCSE grade boundaries. Continuous assessment through AfL activities in lessons.
Spring 1	<u>Superpowers</u> Continuation of topic. <u>Health and Human Rights</u> To extend geographical enquiry skills to explain how human rights vary across the world. To give reasons why those rights vary. To determine whether money is the answer to poverty and lac of human rights.	Interim knowledge test. GCSE style exam, including an 8 mark question in GCSE style. Grades awarded using GCSE grade boundaries. Continuous assessment through AfL activities in lessons.
Spring 2	<u>Health and Human Rights</u> To extend geographical enquiry skills to explain how human rights vary across the world. To give reasons why those rights vary. To determine whether money is the answer to poverty and lac of human rights.	Interim knowledge test. GCSE style exam with extended 8 mark question. Grades awarded using GCSE grade boundaries. Continuous assessment through AfL activities in lessons.





Summer 1	<p><u>Health and Human Rights</u> Continuation of topic.</p> <p><u>Resources and the Environment</u> To explain how countries exploit resources and evaluate the impacts of this on people and the environment. To investigate examples of resource exploitation. To assess the sustainability of resource exploitation for future generations and the health of the planet.</p>	<p>Interim knowledge test.</p> <p>GCSE style exam, including an 8 mark question in GCSE style. Grades awarded using GCSE grade boundaries.</p> <p>Continuous assessment through AfL activities.</p>
Summer 2	<p><u>Resources and the Environment</u> Continuation of topic.</p>	<p>Interim knowledge test.</p> <p>GCSE style exam – with extended 8 mark question. Grades awarded using GCSE grade boundaries.</p> <p>Continuous assessment through AfL activities in lessons.</p>

Co-Curricular: After-school clubs such as Gardening Club to encourage an awareness of local ecosystems and how human activities can help sustain our school environment.

