

Key Stage 3 Overview - Geography

	Unit 1 What is Geography & Farming	Unit 2 - Mapwork	Unit 3 - Exploring Britain & Ireland
Year 8	<p>With emphasis on <u>working with others</u>, <u>problem solving</u>, <u>self management</u> and <u>creativity</u>.</p> <p>Pupils will: learn that geography has 3 elements (physical, human and environmental); understand how our world works, and the links between the natural and manmade world; learn about farming – different types of farming, farm systems, and food sources; recognise that farming decisions are influenced by climate, relief and soil type.</p>	<p>With attention to <u>working with others</u>, <u>managing information</u>, <u>thinking</u>, <u>problem solving</u> and <u>decision making</u>.</p> <p>Pupils will: learn about maps, mental maps, the use of a scale, plan construction, the use of a tape measure to make scale drawings, grid references, distance measurement, OS maps, using maps to plan a journey, relate map to the real world.</p>	<p>Using <u>information management</u>, <u>thinking skills</u>, and <u>working with others</u>.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Learn that there are different physical landscapes of the UK, about rivers which flow over part of the British Isles, how landscapes are influenced by human activities • Understand who the people of Britain are descended from; meaning of terms such as refugee, invader, settler, emigrant, economic migrant, asylum-seeker, why people are attracted to Britain, attitudes to immigrants. • Learn what weather is, what British Isles weather is like, how and why temperature varies across the UK, what prevailing winds are. • Study population density and distribution, differences between urban and rural, population density across Northern Ireland in particular, and how people in NI interact with their environment.
Year 8	Unit 4 - Settlements & Shopping	Unit 5 - Rivers	Unit 6 - Olympics 2012
	<p>Focussing on <u>problem solving</u>, <u>thinking</u> and <u>decision making</u>.</p> <p>Pupils will: learn what site and settlement mean, and what settlers look for when choosing a settlement, settlement changes over time, why people chose the site of Limavady, settlement growth (area and population), that like Limavady, Aylesbury is a market town, that people must plan how to improve settlements, that towns continually change, that Aylesbury may become a dormitory town, town changes can bring advantages and disadvantages, more new homes are needed in the UK</p>	<p>With emphasis on <u>working with others</u> and <u>information management</u>. Pupils will learn:</p> <p>to think laterally, the water cycle and how it operates, the drainage basin, how rivers work, erosion processes, river transportation methods, deposition, waterfalls and how they are formed, how rivers may change, impact of river flooding, causes of flooding, consequences of flooding, protection against flooding and the complex and conflicting issues which arise from it.</p>	<p><u>Demonstrating creativity</u>, <u>thinking</u>, <u>managing information</u>, <u>problem solving</u>, <u>decision making</u>, and <u>working with others</u>.</p> <p>Pupils will have the opportunity to discuss the link between Geography and Sport, learn about the location of the London Olympics, understand what is meant by regeneration, appreciate what is meant by sustainability of the London Olympics, conduct a research project and make a group Powerpoint presentation on either (i) an Olympic sport or (ii) sports in the Olympics.</p>

Year 9	Unit 1 – Journey to School	Unit 2 – Global Warming	Unit 3 – Resources	Unit 4 - Brazil
	Using <u>ICT, maths and communication</u> . Pupils will: develop enquiry and fieldwork skills; conduct a fieldwork project – hypothesis to test the effects of distance to school on journey time; compile a report and draw conclusions; develop skills to describe and interpret scatter graphs.	With emphasis on <u>self-management, managing information and working with others</u> . Pupils will: understand Global Warming; learn causes of global warming, recognize carbon dioxide output varies between countries; understand concept of carbon footprint and its link with technology; appreciate the impact of global warming; examine strategies to reduce global warming.	<u>Demonstrating creativity, working with others, thinking, problem solving, decision making</u> and using <u>information management</u> . Pupils will: learn about resources (non-renewable and renewable); understand how electricity is produced and its implications; appreciate the effects of our lifestyle on environment; conduct a wind power investigation, explore employability options.	With attention to <u>information management, self-management and demonstrating creativity</u> . Pupils will: learn the location, physical features and climates of Brazil; appreciate that Brazil has multiple ecosystems; understand ecosystem and climate are related, recognize Brazil has a wide mix of races; understand Brazil’s population is unevenly distributed; examine push/pull factors in cities; learn about Favela life; solving the squatter problem; appreciate inequality of wealth and recognize government strategies to make things fairer.
Year 9	Unit 5 - Coasts	Unit 6 - Rocks	Unit 7 - Weather	Unit 8 - Crime
	Using <u>information management, thinking, problem-solving and decision making</u> . Pupils will: discuss the term coast; what we use the coast for; examine job and business opportunities at the coast; understand the terms fetch, swash, backwash, constructive/destructive waves, tides and causes of tides; appreciate the coast is shaped/changed by waves; learn the 4 processes of coastal erosion (hydraulic action, attrition, abrasion, chemical action/corrosion); learn about longshore drift, function of groynes, depositional features such as beaches and spits; explore the coastal erosion problems of Happisburgh, Norfolk.	With emphasis on <u>managing information, working with others, thinking, problem-solving, decision making, employability</u> . Pupils will: have the opportunity to: learn the definition of 3 rock types (igneous, sedimentary, metamorphic); be “Rock Detective” and identify 6 rock samples by observing their characteristics; locate rock types in N.Ireland; understand the quarry industry; explore careers in the quarry industry.	<u>Demonstrating creativity and self-management, managing information, working with others, thinking, problem-solving, decision making</u> . Pupils will: understand what weather is, how weather affects us, how sun and water vapour influence weather; learn instrumentation used to measure weather, conduct a group project to monitor weather and compile an ICT based report; learn the types of rainfall (convictional, frontal, relief); understand the development of high/low pressure and associated weather, appreciate the positive and negative impacts of high/low pressure, examine why our weather is changeable (air masses, depressions, anticyclones); conduct a case study to investigate the characteristics and impacts of a severe storm, explore the employment prospects in weather.	With attention to <u>citizenship, maths, ICT, managing information, working with others</u> . Pupils will: appreciate that crime affects all of us; learn about different types of crime; understand the link between location and crime and that GIS is used to investigate crime statistics; through map reading learn to relate crime activity to location; explore ways to deter criminals.