

Geography at Key Stage 3 at Cottenham Village College seeks to stimulate an interest in and a sense of wonder about places. We aim to facilitate our students learning about our changing world, how people and the environment interact, where places are and how places and landscapes are formed. Geography at Cottenham Village College encourages thought, through investigation and analytical deduction, as well as learning graphical, numerical, and cartographical skills that compliment other subjects within the school. It is through the values outlined above that we aim to build on our students' existing knowledge and provide meaning of the world around us as well as, to a lesser extent, prepare them for their GCSE examination.

At Cottenham VC we routinely use a range of strategies to formatively assess and give feedback to students about their progress. In Geography these strategies include baseline assessment, questioning, extended writing tasks and graphicacy activities. Feedback is most often provided in class, via Satchell and to a lesser extent through teacher comments on individual pieces of work.

Autumn Term	Location: How do we locate places?	Population: Why are some places more populated than others?
Key subject knowledge:	Continents & Oceans Rio de Janeiro (4 Fig GR) Victoria falls (6 fig GR) Mt St Helens (Relief) Antarctica (Scale) The Ganges (Measuring Distance) The Great Barrier Reef (Map Symbols)	Why is our population growing so fast? How is the world's population distributed? · How has the UK population changed? Why do some people live longer than others? · Why does growth vary from place to place? What are the consequences of pop change? What can Population Pyramids tell us? Case Study: How did Kerela manage overpopulation?
Key disciplinary knowledge:	Geographical Concepts – Place, Location Geographical Skills – Map Skills, Longitude and Latitude	Geographical Concepts – Human Processes, Scale, Space, Cultural Understanding, Location, Place Geographical Skills – Graphicacy (Choropleth / Pop Pyramid)
Summative Assessment Strategies	Extended writing describing locations.	Extended written answer to the question about population variance on a global scale.

How does this unit prepare students for future study?	This unit prepares for students with some contrasting case studies of locations that exemplify different geographical skills. These can be applied to different locations across Key Stage 3.	This unit allows students to consider the impact population and its impact on the planet and introduces students one case study. This knowledge can be applied to different global contexts to consider the impact of population in different environments.
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Spring Term	Weather and Climate: Why are there different climates around the world?	Development <i>Why are some countries more developed than others?</i>
Key subject knowledge:	<p>Weather in our lives</p> <p>Weather Measurements</p> <p>Weather and Climate</p> <p>Global Climate Zones</p> <p>Water in the Atmosphere</p> <p>UK Climates</p> <p>Changing UK Climates</p>	<p>What is development?</p> <p>What is GDP?</p> <p>How do we measure development?</p> <p>Are there better ways to measure development?</p> <p>Is there a development gap?</p> <p>How does trade effect development?</p> <p>Do TNC's promote development?</p> <p>Can trade be fair?</p> <p>How can debt be managed?</p> <p>Small solutions to big problems</p>
Key disciplinary knowledge:	Geographical Concepts – Systems, Physical Processes, ScaleGeographical Skills – Synoptic Chart, Satellite Images, Climate graphs, Numeracy, Statistics	Concepts – Human and Physical Processes, Cultural Understanding, Inequality, Inequality Skills – Quantitative Data, Correlation, Scattergraph
Summative Assessment Strategies	Extended writing exploring the similarities and differences between climates around the world.	We check how well a student knows the core facts and ideas he or she has been taught by using non-verbal knowledge quizzes, verbal knowledge quizzes, skills assessments, teacher led questioning and short scaffolded reflective writing tasks. In this unit students are also asked to write an extended written answer about levels of development.
How does this unit prepare students for future study?	This unit prepares students by establishing the basic principles that affect our climate and exploring what impact this has on weather. These are	

	the basic building blocks for looking at case studies focused on climatic phenomena or events.	
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Summer Term	Natural Resources: How do we use our planet as a natural resource?	Fieldwork – Microclimates: Does our school have many climates?
Key subject knowledge:	<p>What are natural resources and where from?</p> <p>How can different types of rock be useful?</p> <p>What is soil?</p> <p>Why are soils under threat?</p> <p>Why do we need fossil fuels?</p> <p>What are the problems with fossil fuels?</p> <p>Are there more sustainable alternatives?</p> <p>How do we reduce our resource use?</p> <p>Russia and its natural resources</p>	<p>What s fieldwork?</p> <p>What do you think a ‘microclimate is?’</p> <p>Are there microclimates around our school?</p> <p>Creating a hypothesis</p> <p>Developing a method</p> <p>Collecting the data</p> <p>Presenting the data</p> <p>Analysis and conclusions</p> <p>Evaluating our methods and the procedure</p>
Key disciplinary knowledge:	<p>Geographical Concepts – Interdependency, Human Processes, Inequality</p> <p>Geographical Skills – Graphicacy, LG / Pie</p>	<p>Geographical Concepts – Physical Processes, Systems</p> <p>Geographical Skills – Enquiry, Numerical and statistical Info</p>
Summative Assessment Strategies	Extended written answer to the enquiry question about how we use natural resources on the planet.	Fieldwork report presenting the data in answer to the lesson sequence question about the school’s climatic conditions.
How does this unit prepare students for future study?	This unit prepares students for more complex, detailed study of human impact on the world and how we must consider human impact on the environment more carefully. Link to the concept of sustainability.	This unit prepares students with the basic methodological steps that underpin fieldwork in geography. This focus on their immediate school environment allows students to engage with fieldwork on a local scale and apply these principles to less familiar local, regional or national settings.

