

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, mixed high/low tariff question papers 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	Fieldwork Enquiry – Sustainable Communities <i>Are our local communities sustainable?</i>	Development <i>Why are some countries more developed than others?</i>
Key subject knowledge:	<ul style="list-style-type: none"> • What is a geographical enquiry? • How do we collect data? • How do we present data? • How do we analyse data? • What are conclusions? • How could we improve our outcomes? 	What is development? What is GDP? How do we measure development? Are there better ways to measure development? Is there a development gap? How does trade effect development? Do TNC’s promote development? Can trade be fair? How can debt be managed? Small solutions to big problems
Key disciplinary knowledge:	Concepts – Environmental Impact, Physical Processes, Human Processes, Sustainability, Space. Skills – Enquiry (Preparation – Collection – Presentation – Analysis – Evaluation) Numerical and statistical Info, draw label/annotate diagrams	Concepts – Human and Physical Processes, Cultural Understanding, Inequality, Inequality Skills – Quantitative Data, Correlation, Scattergraph

<p>Summative Assessment Strategies</p>	<p>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 the data they recorded in their quantitative surveys.</p>	<p>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.</p>
<p>How does this unit prepare students for future study?</p>	<p>Fieldwork allows us to analyse our surroundings in real detail by measuring, collecting information, talking to people, and using maps and equipment. It is the best way to learn! In this unit we design an investigation that uses fieldwork techniques to assess levels of sustainability in our local communities. Students look to measure aspects of sustainability promoted by Egan’s Wheel of sustainability. The understanding of the fieldwork process will assist with fieldwork in Year 9 and during the GCSE course. Substantive knowledge of sustainable living will be drawn upon in the Year 9 ‘Global Issues’ unit and at GCSE.</p>	<p>Development combines the study of human geography with international development to learn how to tackle the biggest challenges facing the modern world – poverty and inequality, food security, climate change, conflict, global governance, sustainability, and migration. Geographers use social, economic and political indicators to measure development in countries throughout the world. Students will learn the how different countries have developed and understand how the development gap has affected the development of certain countries with a focus on food, water and health inequalities.</p>

<p>Spring Term</p>	<p>Natural Earth (Tectonics) <i>What physical processes are responsible for landscapes?</i></p>	<p>Globalisation in Asia <i>Is everyone a winner?</i></p>
<p>Key subject knowledge:</p>	<ul style="list-style-type: none"> • What is the structure of the Earth? • What evidence is there the Earth crust moves? • How do the Earth’s plates move? • What are the different plate boundaries? • How are volcanoes formed? • What makes the earth quake? 	<ul style="list-style-type: none"> • What is globalisation? • What are TNC’s? (How can they promote develop. • What are the impacts of Globalisation? • Accident or Mass Murder? • Improving Sweatshops • Why has Dilip changed his name? • What are the effects of Globalisation on Bangalore • China and Globalisation • Why did the River Tongxin turn black? • Can Globalisation be sustainable?
<p>Key disciplinary knowledge:</p>	<p>Concepts – Physical Processes</p>	<p>Concepts – Physical and Human Processes, Development, Place, Space, Scale, Sustainability, Cultural Awareness Skills – Graphicacy, Analysis,</p>

	Skills – Graphicacy (distribution), Long & Lat, annotation, mapping, describing distribution,	
Summative Assessment Strategies	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 the physical processes taking place at a plate boundary.	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 the equality of globalisation.
How does this unit prepare students for future study?	Natural hazards, which are not easily avoided or controllable (or, in many cases, predictable in the short term), have profound influences on our safety, economic security, social development, and political stability, as well as every individual's overall wellbeing. It is important to develop knowledge and understanding of tectonic processes and how tectonic impacts on both HIC and LIC countries. This unit will prepare students to study 'Living with natural hazards' in Year 9 (2023/24) and The Challenge of Natural Hazards at GCSE.	Students will understand the growing world importance of Asia and particularly China and India. Students will explore the concept of globalisation while examining the growth and industrial change of key locations.

Summer Term	Ecosystems and Biomes* <i>People under threat due changes to our global biomes</i>	World of Ice <i>How has ice influenced the landscapes in the UK?</i>
Key subject knowledge:	<ul style="list-style-type: none"> • How are biomes distributed? • What factors influence the location of Biomes • What is a food web? • How do plants and animals adapt? • Why do humans exploit biomes? • TFR Adaptations • TRF Threats • Who killed Chico Mendes? • Protection & Conservation 	<ul style="list-style-type: none"> • What are glaciers? • Do glaciers move? • How does ice shape the land? • Is there a glacial legacy? • How do people adapt to live in glacial environments?
Key disciplinary knowledge:	<p>Concepts – Physical and Human Processes, Cultural</p> <p>Awareness, Environmental Interactions, Sustainability, Scale</p> <p>Skills – Satellite Imagery</p>	<p>Concepts – Physical processes, Scale</p> <p>Skills – OS Maps, mapping, grid references, contours</p>

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<p>How does this unit prepare students for future study?</p>	<p>An ecosystem is a natural system that comprises a community of plants and animals that interact with each other and their physical environment. There are often complex relationships that exist in ecosystems, between the non-living elements (soils, rocks, water, sunlight etc.) and the living elements (plants, animals, bacteria etc.). We can look at ecosystems at different scales. A back garden could be classified as a local ecosystem, as could a pond. Larger ecosystems could be ranges of sand dunes, your local woodland or forest, or a lake. At a global scale we look at ecosystems as biomes, and these include tropical rainforests, deserts and tundra environments. This unit prepares students for their studies of Africa later in Year 8 and sustainable communities and global impacts units in Year 9. The knowledge gained here provides an essential foundation for the GCSE Living World unit.</p>	<p>This topic will challenge the perceptions of climate change as communicated through the media and enable students to understand how physical processes over millions of years have led to the formation of spectacular upland landscapes in the UK and wider world.</p>