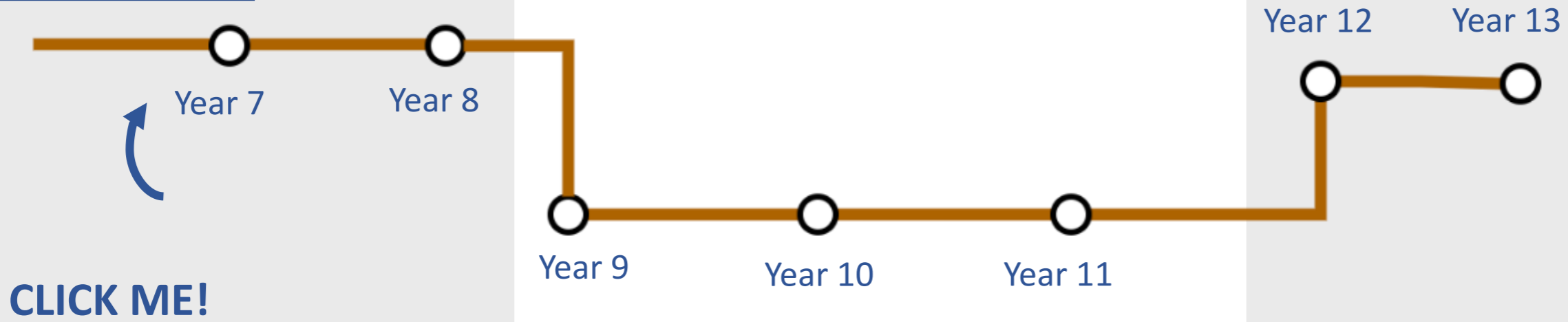


Key

- Geology
- Geography
- Click to see plan



Geography & Geology Curriculum

St Thomas More High School



KS3 Geography – Year 7

	Autumn Term	Spring Term	Summer Term
Topics	<p>Introduction to the UK What is Geography Our Island Home The UK in the Wider World Features of the UK</p> <p>Map Skills Map Symbols Grid References Scale, direction and height Making Maps</p> <p>Physical World Hazards Seismic events Volcanic events Global weather & climate</p>	<p>People of the UK Population Population Pyramids The Demographic Transition Model Migration</p> <p>Our Living World Food Miles Biomes Ecosystems Tropical Rainforests Adaptations</p>	<p>Africa The Sahara Nigeria Characteristics of Africa</p> <p>Place Place Identity Sense of Place Southend</p> <p>PLACE FIELDWORK School Grounds</p>
NCC	See National Curriculum Coverage Here		
Assessment	Each topic will have some form of assessment, this will range from individual tasks, group tasks and more traditional style assessments. Students will have a summative assessment once per half term. Most KS3 Schemes of work are based on Oxford's 'Heading Towards AQA GCSE'		
E/L	Extended learning will be set via Teams with time to complete, it will be usually research based to encourage wider reading and investigation.		

	Autumn Term	Spring Term	Summer Term
Topics	<p>Global Issues Climate Change Sustainable Tourism Wilderness Areas Conflict</p> <p>Physical Landscapes Landscape Processes River Landscapes Coastal Landscapes Glacial Landscapes</p>	<p>World Cities Urbanisation Migration Sustainable Cities</p> <p>Challenges & Opportunities Poverty Pollution Energy</p> <p>Our Unequal World Development Inequalities Fairtrade</p>	<p>The Middle East Physical Geography Human Geography Challenges & Opportunities</p> <p>Weather & Climate Weather in the UK Urban Microclimates Extreme Weather</p> <p><i>WEATHER FIELDWORK</i> School Grounds</p>
NCC	See National Curriculum Coverage Here		
Assessment	Each topic will have some form of assessment, this will range from individual tasks, group tasks and more traditional style assessments. Students will have a summative assessment once per half term. Most KS3 Schemes of work are based on Oxford’s ‘Heading Towards AQA GCSE’		
E/L	Extended learning will be set via Teams with time to complete, it will be usually research based to encourage wider reading and investigation.		

Rotation 1: Introduction to Geology	
Topics	Geological Timeline Structure of the Earth Rock Cycle Igneous Rocks Sedimentary Rocks
NCC	See National Curriculum Statements

Rotation 2: Application of Geology	
Topics	Metamorphic Rocks Soil Geology of the UK Landscape of the UK
NCC	See National Curriculum Statements

	Autumn Term	Spring Term	Summer Term
Topics	<p>3.1.2: The Living World</p> <p>Ecosystems Food Chains and Food Webs How does Change affect Ecosystems? Biomes/Global Ecosystems</p> <p>Tropical Rainforest Environments Characteristics Impacts of Deforestation Management of Tropical Rainforests</p> <p>Hot Deserts Characteristics Thar Desert: Opportunities Thar Desert: Challenges Causes of Desertification Strategies to Reduce Desertification</p>	<p>3.2.3: The Challenge of Resource Management The global distribution of resources Demand & provision of food in the UK Demand & provision of water in the UK Demand & provision of energy in the UK</p> <p>Food Resources Global food supply Impact of food insecurity Increasing food supply Large scale agricultural development Sustainable food production</p>	<p>3.1.3: Physical Landscapes in the UK The UK’s relief and landscapes</p> <p>Coastal Landscapes Wave types Coastal Processes Coastal Landforms Swanage Coastline Coastal Management Strategies Coastal Management at Walton on the Naze</p> <p>WALTON ON THE NAZE FIELDWORK</p>
Exam Spec	<p>8035 3.1.2 AQA GCSE Geography Specification at a glance</p>	<p>8035 3.2.3 AQA GCSE Geography Specification at a glance</p>	<p>8035 3.1.3 AQA GCSE Geography Specification at a glance</p>
Assessment	<p>Students will complete graded assessments after each unit covered.</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>		
E/L	<p>All extended learning tasks will be set via teams. Your teacher will also provide useful website and challenge opportunities to extend your learning and you may borrow various texts from the Geography library.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p>3.2.1: Urban Issues and Challenges</p> <p>Urban Areas Urban Change Urbanisation</p> <p>Urban Growth in a NEE (Rio de Janeiro): Location & Importance Opportunities Challenges Urban Planning</p> <p>Urban Change in the UK (Bristol): UK's Population Distribution Bristol as a Major UK City Impacts of Migration Urban Change: Opportunities Urban Change: Challenges Temple Quarter Regeneration Project</p> <p>Urban Sustainability Sustainable Urban Living Sustainable Traffic Strategies</p>	<p>3.1.3: Physical Landscapes in the UK</p> <p>River Landscapes Long and cross profile Fluvial Processes River Landforms River Tees Landforms Factors increasing Flood Risk Managing Floods Flood Management Scheme</p> <p>PEAK DISTRICT FIELDWORK</p> <p>3.3.2: Fieldwork Investigating river processes in the River Dove Investigating regeneration in Sheffield Primary data collection Data presentation Data analysis Conclusions Evaluation</p>	<p>3.1.1: The Challenge of Natural Hazards</p> <p>Natural Hazards Types of hazards Hazard risk</p> <p>Tectonic Hazards Plate tectonics Physical processes at plate margins Effects of tectonic hazards Responses to tectonic hazards HIC earthquake LIC earthquake</p>
Exam Spec	<p>8035 3.2.1</p> <p>AQA GCSE Geography Specification at a glance</p>	<p>8035 3.1.3 & 3.3.2</p> <p>AQA GCSE Geography Specification at a glance</p>	<p>8035 3.1.1</p> <p>AQA GCSE Geography Specification at a glance</p>
Assessment	<p>Students will complete graded assessments after each unit covered.</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>		
E/L	<p>All extended learning tasks will be set via teams. Your teacher will also provide useful website and challenge opportunities to extend your learning and you may borrow various texts from the Geography library.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p>3.1.1: The Challenge of Natural Hazards</p> <p>Weather Hazards Global atmospheric Circulation Tropical Storms Typhoon Haiyan Reducing effects of tropical storms UK weather hazards Somerset Floods Extreme Weather in the UK</p> <p>Climate Change Evidence for climate change. Natural causes of climate change Human causes of climate change Managing climate change</p> <p>3.2.2: The Changing Economic World</p> <p>Economic Development Measuring Development The Demographic Transition Model Population Structure Uneven development</p>	<p>3.2.2: The Changing Economic World</p> <p>The Development Gap Reducing the development gap Tourism (Jamaica)</p> <p>Nigeria: a NEE Location, Importance & Context Changing Industrial Structure Transnational Corporations Nigeria and the Wider World Impacts of Aid Environmental Issues Quality of Life</p> <p>The UK: a HIC Changes in UK economy Impacts of industry Changing Rural Landscapes in UK Changing Transport infrastructure The North South Divide The UK in the Wider World</p>	<p>Issue Evaluation Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s).</p>
Exam Spec	<p>8035 3.1.1 AQA GCSE Geography Specification at a glance</p>	<p>8035 3.2.2 AQA GCSE Geography Specification at a glance</p>	<p>8035 3.3.1 AQA GCSE Geography Specification at a glance</p>
Assessment	<p>Students will complete graded assessments after each unit covered. AO1: Demonstrate knowledge of locations, places, processes, environments and different scales AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>		
E/L	<p>All extended learning tasks will be set via teams. Your teacher will also provide useful website and challenge opportunities to extend your learning and you may borrow various texts from the Geography library.</p>		

	Autumn Term	Spring Term	Summer Term
Physical Topics	<p>3.1.3: Coastal Systems and Landscapes Coasts as natural systems Systems and processes in coastal environments Coastal landscape development Coastal management Quantitative and qualitative skills Case Studies: Sundarbans, Holderness, Walton on the Naze</p> <p>WALTON ON THE NAZE FIELDWORK</p>	<p>3.1.5: Hazards The concept of hazard in a geographical context Plate tectonics Volcanic hazards Seismic hazards Storm hazards Fires in nature</p>	<p>3.1.5: Hazards Multi-hazard event Local scale hazard event</p> <p>3.3: NEA Introduction Proposal forms Literature Review Data collection</p> <p>LOCAL FIELDWORK</p>
Human Topics	<p>3.2.2: Changing Places The nature and importance of places Relationships and connections Meaning and representation The use of quantitative and qualitative sources Place studies: Brick Lane and Southend</p> <p>BRICK LANE FIELDWORK</p>	<p>3.2.3: Contemporary Urban Environments Urbanisation Urban forms Social and economic issues Urban climate Urban drainage Urban waste and disposal</p>	<p>3.2.3: Contemporary Urban Environments Urban environmental issues Sustainable urban development Case studies: London and Mumbai</p>
Exam Spec	<p>AQA AS and A-level Geography Specification at a glance</p>	<p>AQA AS and A-level Geography Specification at a glance</p>	<p>AQA AS and A-level Geography Specification at a glance</p>
Assessment	<p>Year 12 will complete exam questions throughout the course, there will also be a small assessment at the end of each topic which will be used for report data. Their end of year assessment will cover two physical and two human topics. Year 12 grades are from a U to an A.</p>		
E/L	<p>Geography A Level requires extensive working outside of the classroom and an awareness of current events in the news. Research into each topic can be completed through the reading of journals and books as well as links and articles provided by the teacher.</p>		



	Autumn Term	Spring Term	Summer Term
Physical Topics	<p>3.3: NEA Data presentation Analysis Evaluation Conclusions</p> <p>3.1.1: Water and Carbon Cycles Natural systems The Water Cycle</p>	<p>3.1.1: Water and Carbon Cycles River Exe Case Study The Carbon Cycle Water, carbon, climate and life on earth The Amazon Case Study</p>	Exam Practise
Human Topics	<p>3.2.1: Global Systems and Governance Globalisation Global systems International trade and access to markets Transnational corporations</p>	<p>3.2.1: Global Systems and Governance Global governance The ‘global commons’ Antarctica as a global common Globalisation critique</p>	Exam Practise
Exam Spec	AQA AS and A-level Geography Specification at a glance	AQA AS and A-level Geography Specification at a glance	AQA AS and A-level Geography Specification at a glance
Assessment	<p>Year 13 will complete exam questions throughout the course, there will also be a small assessment at the end of each topic which will be used for report data. They will be assessed through 2 A Level exams (40% each) and their NEA (20%). Year 13 grades are from a U to an A*.</p>		
E/L	<p>Geography A Level requires extensive working outside of the classroom and an awareness of current events in the news. Research into each topic can be completed through the reading of journals and books as well as links and articles provided by the teacher.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p>F1: Elements, Minerals and Rocks <i>Key Idea 1: The Earth is composed of rocks which have distinctive mineralogies and textures</i></p> <p>F2: Surface and internal processes of the rock cycle <i>Key Idea 1: The mineralogy and texture of sedimentary rocks are the results of the surface process part of the rock cycle, driven by external energy sources</i> <i>Key Idea 2: The formation and alteration of igneous and metamorphic rocks result from the Earth’s internal energy</i></p> <p>F4: Earth Structure and Global Tectonics <i>Key Idea 1: The Earth has concentrically zoned structure and composition</i></p>	<p>F2: Surface and internal processes of the rock cycle <i>Key Idea 3: Deformation results when rocks undergo permanent strain in response to applied tectonic stresses and can be interpreted using geological maps</i></p> <p>F3: Time and change <i>Key Idea 1: Study of present day processes and organisms enables understanding of changes in the geological past.</i> <i>Key Idea 2: Geological events can be placed in relative and absolute time scales</i></p> <p>F4: Earth Structure and Global Tectonics <i>Key Idea 2: The Earth’s internal heat is the underlying cause of lithospheric plate motions that control global geological processes.</i></p>	<p>T1: Geohazards <i>Key Idea 1: Natural geohazards have a worldwide impact on human populations including in the British Isles.</i> <i>Key Idea 2: Geohazard management attempts to predict and manage hazardous geological events with only limited success.</i> <i>Key Idea 3: Engineering activities can have a major impact on the natural environment</i></p> <p>G1: Rock Forming Processes <i>Key Idea 1: The generation and evolution of magma involves different processes</i> <i>Key Idea 2: The mineralogy and texture of metamorphic rocks are determined by the composition of the parent rock and the conditions of metamorphism</i> <i>Key Idea 3: Sedimentary processes can be understood using scientific modelling</i></p> <p>Fieldwork <i>Isle of Arran field trip</i></p>
Exam Spec w/link	<p>F1: KI1 F2: KI1 F2: KI2 F4: KI1 AS and A Level Geology Eduqas</p>	<p>F2: KI3 F3: KI1 F3: KI2 F4: KI2 AS and A Level Geology Eduqas</p>	<p>T1: KI1 T1: KI2 T1: KI3 G1: KI1 G1: KI2 G1: KI3 AS and A Level Geology Eduqas</p>
Assessment	<p>At the end of each topic (for example F2) there is a formalised end of topic test which will be used to determine working at grades on reports. At the end of each key idea there will be a small informal multiple-choice test. In January and June there will be formal mock exams.</p>		
E/L	<p>Each week students will be given a scientific paper to read. At the end of the term students will be expected to give a 5-minute presentation on one of the papers provided that term. This is in addition to any extended learning set by individual teachers.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p>G2: Rock Deformation <i>Key Idea 1: Geological structures are formed when rock material undergoes deformation</i></p> <p>G3: Past life and past climates <i>Key Idea 1: Fossils provide evidence for the increasing diversity of life through geological time</i> <i>Key Idea 2: A combination of global factors contributes to global climate change through geological time</i></p> <p>G4: Earth materials and natural resources <i>Key Idea 1: Geological processes lead to the concentration and accumulation of natural resources in deposits that can be exploited; economic deposits can be concentrated by igneous and sedimentary processes</i> <i>Key Idea 2: Permeable rocks offer pathways for oil and gas migration; highly porous rocks can act as natural reservoirs for underground supplies of oil and gas</i></p>	<p>G3: Past life and past climates <i>Key Idea 3: Evidence for global climate change is interpreted from the geological record and the geochemistry of rocks</i></p> <p>T2: Geological map applications <i>Key Idea 1: Outcrop patterns on geological maps can be used to identify and interpret structural elements</i> <i>Key Idea 2: Geological maps contain information relevant to a wide range of geological applications</i></p> <p>T5: Geology of the lithosphere <i>Key Idea 1: The Earth's heat loss leads to cooling and the development of a strong outer shell (lithosphere) underlain by a layer of lower strength (asthenosphere).</i> <i>Key Idea 2: Oceanic lithosphere is formed at divergent plate boundaries and reabsorbed by subduction at convergent plate boundaries</i> <i>Key Idea 3: A wide range of lithospheric processes contributed to the formation of continental crust</i></p>	<p>Practical Endorsement <i>Ensuring completion of all requirements of the practical endorsement.</i></p> <p>Statistics <i>Chi squared test</i> <i>Mann-Witney U test</i> <i>Spearman's rank</i></p>
Exam Spec w/link	<p>G2: KI1 G3: KI1 G3: KI2 G3: KI3 G4: KI1 G4: KI2</p> <p>AS and A Level Geology Eduqas</p>	<p>G3: KI3 T2: KI1 T2: KI 2 T5: KI1 T5: KI2 T5: KI3</p> <p>AS and A Level Geology Eduqas</p>	<p>Subject Content Appendix C AS and A Level Geology Eduqas</p>
Assessmen †	<p>At the end of each topic (for example F2) there is a formalised end of topic test which will be used to determine working at grades on reports. At the end of each key idea there will be a small informal multiple-choice test. In January and June there will be formal mock exams.</p>		
E/L	<p>Each week students will be given a scientific paper to read. At the end of the term students will be expected to give a 5-minute presentation on one of the papers provided that term. This is in addition to any extended learning set by individual teachers.</p>		

Key Stage	Careers in the curriculum
KS3	•
KS4	•
KS5	•

