

<b>Subject</b>	Geography
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	12 Lessons
<b>Module</b>	Local Issues: people vs places

NIMBY, population, aging population

Writing frames and sentence starters will be provided.

**Link forward: where next for the learning?**

Data collection in Y8—Worcester

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Knowledge and Understanding:

What is place v space?

What is happening to the UKs population?

Why do we need more homes?

How can we investigate a geographical issue?

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

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What is happening to the UKs population?

Why do we need more homes?

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**Formative Assessment/key piece of work prior to end of unit:**

Data collection and write up

**Summative Assessment**

Fieldwork assessment: analysis and conclusions

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Types of places

**Spelling-Punctuation-Grammar  
How will you promote high standards within this module?**

Key word sheet given to students for definitions to be created.

<b>Subject</b>	Geography
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	6 Lessons
<b>Module</b>	Geology

Geological, igneous, metamorphic, sedimentary,

Writing frames and sentence starters will be provided.

**Link forward: where next for the learning?**

Coastal Landforms

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Knowledge and Understanding:

Make connections between different geographical phenomena they have studied. For example, where present environments can give us the key to past geological events e.g. formation of volcanoes.

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

Where do rocks come from? (rock cycle, timeline)

How do rocks change? (erosion/ weathering)

What rocks can we find in the UK? (map skills)

How do we identify rocks (practical)

Geology Walk (map and app)

Investigating rocky landforms (BYOD self-investigation)

**Formative Assessment/key piece of work prior to end of unit:**

Africa Collage

**Summative Assessment**

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Landforms in the UK

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Key word sheet given to students for definitions to be created.