**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 | World of Ice<br>*How has ice influenced the landscapes in the UK?* | Challenges of the Anthropocene<br>What must we do to secure the future of our planet? |
|---|---|---|
| **Key subject knowledge**: | • What are glaciers?<br>• Do glaciers move?<br>• How does ice shape the land?<br>• Is there a glacial legacy?<br>• How do people adapt to live in glacial environments?<br>• | • Extreme Cities – Mega Cities<br>• Extreme Cities – Urbanisation / Dharavi Slum<br>• Extreme Tourism – Everest<br>• Global Commons – Climate Change / Solution<br>• Global Commons – Antarctic Climate<br>• Global Commons – Developing Antarctica<br>• Extreme Global Commons – Plastic / Causes<br>• Extreme Global Commons – Plastic Pollution<br>Extreme Global Commons – Plastics Solutions |
| **Key disciplinary knowledge**: | Concepts – Physical processes, Scale<br>Skills – OS Maps, mapping, grid references, contours | Concepts - Sustainable Development, Physical and Human Processes, Environmental Impact, Scale<br>Skills – Satellite Imagery, GIS |
| **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. | 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. |
| **How does this unit prepare students for future study?** | 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. | We are living in a time many people refer to as the Anthropocene. Humans have become the single most influential species on the planet, causing significant global warming and other changes to land, environment, water, organisms and the atmosphere. The Earth is 4.5 billion years old, and modern |

| | | |
|---|---|---|
| | | humans have been around for around a mere 200,000 years. Yet in that time we have fundamentally altered the physical, chemical and biological systems of the planet on which we and all other organisms depend. This fascinating unit offers an insight into many contemporary issues that society faces as well as preparing students for the study of units within the AQA GCSE course e.g., climate change, human resource management and environmental impacts. |

| Spring Term | The Journey of a River<br>*How do rivers change from source to mouth?* | Living with Natural Hazards<br>*Why are some people affected by natural hazards more than others?* |
|---|---|---|
| **Key subject knowledge**: | • Erosion, transportation, and deposition<br>• Hydrological Cycle<br>• Drainage Basins<br>• Long and Cross Sections<br>• Characteristics and features – Upper Course<br>• Characteristics and features – Middle Course<br>• Characteristics and features – Lower Course | • What is Hazard?<br>• How can we predict, protect, and prepare for volcanic eruptions?<br>• What are the positive and negative impacts of Volcano?<br>• What are tropical storms and how do we measure them?<br>• What is New Orleans like and why is it vulnerable to TS?<br>• What were the impacts of Hurricane Katrina? |
| **Key disciplinary knowledge**: | Concepts – Physical Processes, Systems,<br><br>Skills – Map skills, GIS, Graphicacy (cross-section), topographical mapping, Photo analysis | Concepts – Physical Process, Human Process<br><br>Skills – Graphicacy, Enquiry, Mapping |
| **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 formation of a river landform. | 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. |
| **How does this unit prepare students for future study?** | Students will learn that rivers and river systems, are dynamic, changing the landscape in visible and at times dramatic ways. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives. Students begin by examining a model river system, following the journey of a river through its upper, middle and lower course, from its source in the mountains, through the meanders of flatter land, to the estuary and its mouth. This fundamental unit prepares students for the study of river | Students will learn how people manage the risks associated with living near tectonic boundaries as well as how they prepare for earthquakes and volcanic eruptions. Student will spend time understanding that the stage of development of a country can affect the way the risk of living with the threat of tectonic activity is managed. |

| | | |
|---|---|---|
| | systems during the UK physical landscapes and living world GCSE units and to a lesser extend studies within the Year 9 global issues and conflict units. | |

| Summer Term | Coasts<br>Should we defend our coastlines? | Conflict in the Middle East<br>What causes global conflict in the 21st century? |
|---|---|---|
| **Key subject knowledge**: | • The British coastline<br>• Waves<br>• Coastal erosion<br>• Coastal Landforms<br>• Transportation<br>• Deposition and Spits<br>• Protecting the coastline<br>• | • Where is the Middle East?<br>• What is the climate like?<br>• How developed is the Middle East?<br>• What is conflict?<br>• What are the causes of conflict?<br>• Who gives a dam?<br>• Get off my land!<br>• Impacts of Conflict<br>  • Should I stay or should I go now? |
| **Key disciplinary knowledge**: | Concepts – Systems, Physical Process, Human Process<br>Skills – Map skills, GIS, Photo Analysis | Concepts – Place, Location, Human Processes, Physical Landscape,<br>Skills – Mapping, graphicacy, extended writing. |
| **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 formation of a coastal landform. | 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 impacts of a dam development in Turkey. |
| **How does this unit prepare students for future study?** | The aim of this module is to explore coasts as dynamic and changing systems. It will examine different types of coasts both in terms of their landforms and their uses and provide a framework within which students can explore different coastal features and processes. Coastlines need to be managed because they are often used by humans for purposes such as housing. We investigate methods of coastal management. This exciting unit prepares students who will be studying UK physical landscapes at during the GCSE course. | The Middle East is a geographical region that has been of great importance in history since ancient times. Strategically located, it is a natural land bridge connecting the continents of Asia, Africa, and Europe. In recent times its enormous deposits of oil have made the Middle East more important than ever. With 5% of the world's population but only 1% of its water, conflicts over basic resources can be a source of underlying tension in a region characterised by ethnic and religious diversity. This unit prepares students for their studies of 'the challenge of resource management' during the GCSE course. |