Sheldon School

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Curriculum Plan

KS3 – Geography

Year 7

Golden Threads	Enrichment	Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	Year 7 students commence their journey by studying mountainous landscapes. This encompasses an examination of Earth's geological structure, an understanding of the physical processes governing plate tectonics, an exploration into the mechanisms underlying volcanic occurrences, and an examination of a specific case study detailing a volcanic eruption. The core knowledge and key facts of this topic are: • Identifying earth's geological timescale and describing the key changes in the evolution of life. • Explaining continental drift theory and mapping the continental jigsaw of today. • The structure of the earth and the characteristics of the four layers. • The key process at plate margins and the hazards that happen there. • Key features of a volcanoes and why they erupt • Core case study – Montserrat. We will describe the impacts of the eruption on the people of the island	Students will gain and develop this knowledge through: • Carefully planned lessons and schemes of work • Class discussions and debates • Group work activities • Independent tasks • Extended writing opportunities • Assessments • A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories • Quizzes • Creative activities • Educational games • Research tasks • Questioning and curiosity • Core case studies and real-world examples	Students will complete a 30-minute content test based around core knowledge learnt surrounding: • Plate tectonics • Features of a volcano • Impacts of tectonic events on humans	One common misconception is the static perception of mountains. This misconception often neglects the dynamic geological processes that continually shape and modify mountainous terrains over time. Students might mistakenly attribute the creation of mountains solely to the pushing together of tectonic plates, overlooking the intricate processes involving both convergent and divergent plate boundaries, as well as factors like erosion and weathering. This is addressed through the regular quizzes, discussion, application of these key terms and knowledge recall throughout the scheme of work.	Continental drift Convection currents Inner/outer core mantle, crust Plate boundary Destructive Constructive Conservative Collison Volcano Magma chamber Main Vent Crater Pyroclastic flow Subduction zone Ring of Fire	There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include: • Regular classroom discussions to promote the opportunity for students to articulate their ideas • Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers • Assessment for learning through formative and summative activities • Questioning (both open and closed) of students in class • Book looks • Consistent teaching strategies and approaches to learning and teaching • Peer assessment • Self-assessment • Feedback lessons following assessments using the departmental feedback system • Class quizzes

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Term 2	During term 2, there will be an in-depth exploration of the theories associated with plate tectonics. Students will analyse the characteristics and causative factors of earthquakes. Additionally, they will analyse a specific case study detailing an earthquake event. This module aims to provide an understanding among students regarding the rationale behind human habitation in seismically active regions, along with imparting knowledge on disaster preparedness strategies. The core knowledge and key facts of this topic are: • Key features of an earthquake and why they happen • Core case study – Nepal. We will describe the impacts of an earthquake on the population. • The benefits of living in an active area and why people chose not to move away. • How people can prepare for a natural hazard and evaluating which strategies work best	Students will gain and develop this knowledge through: • Carefully planned lessons and schemes of work • Class discussions and debates • Group work activities • Independent tasks • Extended writing opportunities • Assessments • A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories • Quizzes • Creative activities • Educational games • Research tasks • Questioning and curiosity • Core case studies and real-world examples	Students will complete a 30-minute content test based around core knowledge learnt surrounding: • Plate tectonics • Features of an earthquake • Impacts of tectonic events on humans	One misconception involves the belief that earthquakes solely result from plate tectonics, neglecting other contributing factors such as volcanic activity and human-induced processes like mining. Additionally, there is a widespread misunderstanding that all earthquakes are destructive. Another common misperception revolves around the geographic distribution of earthquakes, with some students thinking that seismic activity is confined to specific regions near plate boundaries. Lastly, there exists a widely held belief that all buildings collapse during earthquakes, disregarding the significance of engineering practices, building design, and construction materials in mitigating seismic risks. This is addressed through the regular quizzes, discussion, application of these key terms and knowledge recall throughout the scheme of work.	Continental drift Convection currents Inner/outer core mantle, crust Plate boundary Destructive Constructive Conservative Collison Subduction zone Earthquake Focus Epicentre Seismic waves Magnitude Aftershocks Richter Scale Seismograph Mercalli Scale Liquefaction Ring of Fire	There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include: • Regular classroom discussions to promote the opportunity for students to articulate their ideas • Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers • Assessment for learning through formative and summative activities • Questioning (both open and closed) of students in class • Book looks • Consistent teaching strategies and approaches to learning and teaching • Peer assessment • Self-assessment • Feedback lessons following assessments using the departmental feedback system • Class quizzes

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Term 3	The next core topic, titled 'A World Journey,' will review their KS2 knowledge of continents and oceans. Emphasis will be placed on essential atlas skills, equipping students with the ability to navigate and interpret geographical representations effectively, using longitude and latitude. As part of a structured country enquiry component, students will actively engage in the development of research questions, cultivating critical thinking and investigative skills. The core knowledge and key facts of this topic are: • Identifying the earth's seven continents and oceans. • Using longitude and latitude to locate various places around the world • Identifying questions to research the human and physical features of a chosen country. • The UK, Great Britain, British Isles and the differences between them • Physical features of the UK • Local case study – Place characteristics of Chippenham • How Chippenham has changed in the last 100 years.	Students will gain and develop this knowledge through: • Carefully planned lessons and schemes of work • Class discussions and debates • Group work activities • Independent tasks • Extended writing opportunities • Assessments • A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories • Quizzes • Creative activities • Educational games • Research tasks • Questioning and curiosity • Core case studies and real-world	Students will gain and develop this knowledge through: • Carefully planned lessons and schemes of work • Class discussions and debates • Group work activities • Independent tasks • Extended writing opportunities • Assessments • A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories • Quizzes • Creative activities • Educational games • Research tasks • Questioning and curiosity • Core case studies and real-world	Misconceptions surrounding continents and oceans lies in perceiving continents and oceans as static entities, neglecting the dynamic processes that shape the Earth's surface over time, such as tectonic activity and erosion. Accurate identification and labelling of continents and oceans on maps can prove challenging for some students, emphasizing the importance of regular map-related exercises. Antarctica's size is often underestimated due to map projections, contributing to misconceptions about its actual magnitude. This is addressed through the regular quizzes, discussion, video support, regular map work, application of these key terms and knowledge recall throughout the scheme of work.	Global National Regional Local Scale Distance Compass rose Direction Index Contents Latitude Longitude Grid reference Symbol Place Change Continent Ocean Country Capital City	There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include: • Regular classroom discussions to promote the opportunity for students to articulate their ideas • Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers • Assessment for learning through formative and summative activities • Questioning (both open and closed) of students in class • Book looks • Consistent teaching strategies and approaches to learning and teaching • Peer assessment • Self-assessment • Feedback lessons following assessments using the departmental feedback system • Class quizzes

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Term 4	In the fourth term, students will continue their exploration of the unit, 'A World Journey,' with a concentrated emphasis on refining key map skills. This segment of the curriculum is designed to extend and consolidate the foundational knowledge acquired during Key Stage 2, facilitating the students' capacity to describe a local route using an Ordnance Survey map. The core knowledge and key facts of this topic are: • Describing the options that we have to find North. • Explaining why we use symbols on an OS map • Using scale to find distance between places on a map • Using contour lines to show height and steepness of terrain • Locating a specific location using 4 and 6 figure grid referencing • Describing a route using map skills studied throughout the term	Students will gain and develop this knowledge through: • Carefully planned lessons and schemes of work • Class discussions and debates • Group work activities • Independent tasks • Extended writing opportunities • Assessments • A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories • Quizzes • Creative activities • Educational games • Research tasks • Questioning and curiosity • Core case studies and real-world examples	Students will complete a 30-minute extended writing task: • OS map route description • Familiar location for map skills, with modelling of skills covered in topic	Misconceptions in Key Stage 3 map skills include misinterpretation of scale, confusion regarding map orientation, and neglect of contour lines' significance on topographic maps. Students may also assume straight-line distances on maps equate to the shortest travel paths, and underestimate distortions inherent in different map projections. Addressing these misconceptions incorporating practical activities and assessments, as well as opportunities for hands-on engagement with maps to refine students' map skills at the KS3 level.	Scale Distance Compass rose Direction Index Contents Latitude Longitude Grid reference Symbol Key Scale Bar Height Spot Height Contour Lines Grid Grid Square 4 figure grid reference 6 figure grid reference	There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include: • Regular classroom discussions to promote the opportunity for students to articulate their ideas • Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers • Assessment for learning through formative and summative activities • Questioning (both open and closed) of students in class • Book looks • Consistent teaching strategies and approaches to learning and teaching • Peer assessment • Self-assessment • Feedback lessons following assessments using the departmental feedback system • Class quizzes

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Term 5	The concluding two terms of study cover an examination of weathering processes, with a particular emphasis on the rock types prevalent in the United Kingdom, and the formation of limestone. The core knowledge and key facts of this topic are: • The break down of rocks and the different types of weathering • Explaining why soil is important • The formation of limestone and limestone features	Students will gain and develop this knowledge through: • Carefully planned lessons and schemes of work • Class discussions and debates • Group work activities • Independent tasks • Extended writing opportunities • Assessments • A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories • Quizzes • Creative activities • Educational games • Research tasks • Questioning and curiosity • Core case studies and real-world examples	Students will undertake a series of questions comparing rock type maps with height of the land in the UK. They will describe the link between the two and then explain why the link exists.	Common misconceptions about weathering in KS3 geography include the confusion between weathering and erosion. The misconception that all rocks weather at the same rate, the idea that weathering only occurs on the Earth's surface, the oversight of human activities in contributing to weathering, the perception that weathering is a rapid process. This is addressed through the regular quizzes, discussion, application of these key terms and knowledge recall throughout the scheme of work.	Weathering Mechanical Weathering Chemical Weathering Freeze-Thaw Weathering Biological Weathering Limestone Sedimentary Rock Igneous Rock Metamorphic Rock Calcium Carbonate Carboniferous Limestone	There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include: • Regular classroom discussions to promote the opportunity for students to articulate their ideas • Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers • Assessment for learning through formative and summative activities • Questioning (both open and closed) of students in class • Book looks • Consistent teaching strategies and approaches to learning and teaching • Peer assessment • Self-assessment • Feedback lessons following assessments using the departmental feedback system • Class quizzes

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Term 6	The final term of the curriculum will focus on the physical geography of Cheddar Gorge, exploring both its natural features and human utilisation. A decision-making exercise will be conducted concerning the proposed cable car project, with a focus on identifying potential conflicts and evaluating the viability of the undertaking. The core knowledge and key facts of this topic are: • The formation of Cheddar Gorge • Evidence of human activity in Cheddar Gorge • Identifying why people visit Cheddar • Explaining the conflicts that may happen in the Cheddar area. • Case study – The stone bear mystery at Mother Shipton's Well • Explaining what a site and settlement is	Students will gain and develop this knowledge through: • Carefully planned lessons and schemes of work • Class discussions and debates • Group work activities • Independent tasks • Extended writing opportunities • Assessments • A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories • Quizzes • Creative activities • Educational games • Research tasks • Questioning and curiosity • Core case studies and real-world	Students will complete an extended project, deciding if a cable car should be constructed in Cheddar Gorge. The Cheddar Cheeseboard activity provides pupils with a selection of tasks to complete, applying a range of information about the proposal.			There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include: • Regular classroom discussions to promote the opportunity for students to articulate their ideas • Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers • Assessment for learning through formative and summative activities • Questioning (both open and closed) of students in class • Book looks • Consistent teaching strategies and approaches to learning and teaching • Peer assessment • Self-assessment • Feedback lessons following assessments using the departmental feedback system • Class quizzes