

## Felpham Community College – Key Stage 3 S of W Map

Subject: Geography	Year: 9	Leader: Mrs G Sloggett
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TOPIC 1	Sample Activities	Homework
<p>Topic: How valuable are rainforests? How varied are world biomes? Who is eating who? how do ecosystems vary at FCC? Does the climate change in the tropical rainforest? What is the vegetation like in the Tropical Rainforest and why? How do animals survive the challenging conditions of the rainforest? How have people lived in the rainforest without modern technology? How is the rainforest under threat? How should the rainforest be used?</p>	<p>Activities</p> <p>Interpretation of world maps.</p> <p>Living climate graph to explain the climatic conditions</p> <p>Analysis of photographs</p> <p>Evaluation and judgements of environmental issues</p> <p>Discussions and debates on whether to develop rainforests or not</p> <p>interpretation of graphs for deforestation rates</p>	<p>Knowledge based homework tasks- Microsoft forms quizzes</p> <p>reading article with follow up quizzes</p> <hr/> <p><b>Assessment Plans</b></p> <p>Self and peer assessment of extended writing on location of tropical rainforests, animal adaptations and destruction of the rainforest. Teacher marked topic test assessing skills and subject knowledge.</p>

Fieldwork – Investigation into ecosystems on the Felpham Community college grounds

Literacy – extended writing, creative writing and language for exams

ICT – GIS to interpret rates of deforestation. Interactive GIS story to investigate palm oil

TOPIC 2	Sample Activities	Homework
<p>Topic: <b>How is conflict impacting our people and our planet?</b> What is conflict? How has Cochabamba been impacted by conflict? Why might countries fight for water? Why are blood diamonds a geographical issue? Why is the South China Sea so valuable? What links are there between food and conflict? How does the FCC site influence mood?</p>	<p>Identifying social, economic and environmental issues</p> <p>Justification of importance of factors</p> <p>Mapping exercises</p> <p>Analysis of written evidence</p> <p>Documentaries</p> <p>Ranking exercises</p> <p>Geographical mysteries</p> <p>Decision making exercises</p> <p>Pie charts data exercise</p>	<p>Definitions of key terminology</p> <p>Revision for topic tests</p> <p>Knowledge based homework tasks- Microsoft forms quizzes</p> <p>reading article with follow up quizzes</p> <hr/> <p><b>Assessment Plans</b></p> <p>Self and peer assessment of extended writing.</p> <p>Teacher assessment of Tracking point data collection</p>

Fieldwork – on site fieldwork exploring mood mapping

Literacy – Use of data sets in the Atlas, writing for purpose, key terminology

ICT – Google Earth for location interpretation

TOPIC 3	Sample Activities	Homework
<p>Topic: <b>How threatened are we by our tectonic world?</b> Why are some areas at an increased hazard risk? Do continents fit together like jigsaw pieces? How does a volcano cause global impacts? is there a pattern to earthquake and volcano distribution? What happens where plates meet? Why did so many people die in the Haiti 2010 earthquake? How do you survive an earthquake? What do we know about volcanoes? What happened during the 2021 eruption of Mount Nyiragongo? Can I think and act like an emergency planner? How dangerous is Mount Vesuvius? A DME</p>	<p>Latitude and longitude mapping of tectonic hazards</p> <p>Playdough plate margin model making</p> <p>Careers link: emergency planner group exercise</p> <p>Careers link: architecture – building design</p> <p>Decision making exercises</p> <p>Evaluation of hazard risk from volcanoes</p> <p>Film strip creative activity with tsunamis</p> <p>Empathy application assessing the Boxing day tsunami</p>	<p>Definitions of key terminology</p> <p>Knowledge based homework tasks- Microsoft forms quizzes</p> <p>reading article with follow up quizzes</p> <hr/> <p><b>Assessment Plans</b></p> <p>Self and peer assessment of extended writing.</p>

Fieldwork – N/A

Literacy – topic language, writing for decisions.

TOPIC 4	Sample Activities	Homework
<p>Topic: What is happening in the cryosphere? Where is all the ice? Glaciers: Why are they called Nature’s Bulldozers? How can glaciers causes conflict How concerned should I be by the discovery of the ice man? How challenging is Antarctica? Should Antarctica be the new top tourist destination? What are the threats to Antarctica? How effective is the Antarctic treaty? What are the challenges of living in the Arctic? Should there be an ‘Arctic Treaty’?</p>	<p>Data analysis through graphs and tables Card sort Mystery activities Map from memory Analysis of the Antarctic Treaty map skills Examination of stakeholders and their views</p>	<p><b>Assessment Plans</b> Self and peer assessment of extended writing.</p>
<p>Fieldwork – N/A Literacy – extended writing, key terminology, decision making exercise and language for arguments ICT – Glacial retreat</p>		

TOPIC 5	Sample Activities	Homework
<p>Topic: What is the UK like today? What is the human geography of the UK? How has deindustrialisation and globalisation shaped the UK world of work? Where should Portsmouth build a science park? To what degree is air pollution a challenge in the UK? Should Heathrow build a third runway? How can I measure quality of life in Portsmouth? How has our capital city changed?</p>	<p>Decision making exercises Extended writing Analysing video and photographic evidence Interpreting of graph data Case studies looking at alternative points of view</p>	<p><b>Assessment Plans</b> Self and peer assessment of extended writing. End of year 8 exam</p>
<p>Fieldwork – Employment surveys, Transport investigation, virtual fieldwork for Portsmouth Literacy – extended writing, key terminology ICT – Google Earth, Street view, virtual fieldwork, CENSUS data- Datashine.</p>		

Website / Resources

- <http://www.geoknow.net/pages/climategraphs.html>
- <http://www.worldmapper.org/>

Extension

Running through all of the units in Year 9, is the sense of our place in the Wider World and our interactions within it. Students are urged to investigate their role as a global citizen and reflect on the contributions they give to the Planet. This can be done in conjunction with charitable events in their local area.