

What is the Living World like?

In this topic you will investigate the Living World. What are the different biomes of the world like? You will consider the factors that have led to their unique environment, how plants and animals have adapted to surviving within them, but also how they are threatened, thinking about the impacts of humans in particular. You will also consider how we can manage the living world, and work to conserve it for the future.

Extreme Weather:

Why is the weather the way it is? Why do some places have cyclones, droughts, tornados and ice storms? Why is the UK's weather the way it is? You will investigate all the ways we experience and manage weather, in particular, extreme weather!

Challenge: Enter the Geographical Association's Young Geographer of the Year Competition 2021 'Remapping our lives' and create an annotated map which reveals how your lives have been shaped by the Covid pandemic. Deadline: 1st October.

Check point:

A topic assessment testing knowledge, understanding of both what the Living World is like and how it interacts, as well as reaching a judgement about the differing impacts of extreme weather around the world.,

The Autumn line



Check point:

A topic assessment testing knowledge and understanding, as well as the ability to evaluate for both Cold Environments and Global Challenges.

What are cold environments like?

Brrr wrap up warm as you travel the furthest point on our planet, the Arctic circle before heading south to Antarctica. In this topic you will find out how glacial landforms are created and what it is like living in cold environments!



What Global Challenges is our world facing?

You will investigate some of the greatest challenges that our world is facing... overpopulation, the development gap, fossil fuel depletion, climate change to name but a few! But it's not all doom and gloom; you will consider the global and local actions that can be taken to overcome them!



Challenge: Lead a session at KS3 Geography club about the greatest challenges facing the world to educate other KS3 students. From this, design a 'green plan' to be implemented by the club.



The Spring line

Challenge:

Can you compare what is happening in Europe and Asia with another continent? Perhaps South America with it's rising BRIC nations? Or North America with its US superpower...

Asia: Starting off with Asia's main physical and human features, we move onto focusing on the development of China and India. How has development taken off and materialised and what efforts towards sustainability have these two countries experienced? We then take a look at Bhutan – a country that has another opinion about what it means to be developed. Later lessons will further cover how countries have developed with tradition (South Korea) and what it takes to be the most developed country in Asia (Singapore).

Europe:

Travel to our European neighbours and discover Europe's largest and smallest nation, how public transport is utilised across Europe, find out the sunniest country in the continent, and discover which is the most developed and what we can learn from them?

Check point:

A topic assessment, testing knowledge and understanding and the ability to evaluate for the Asia and Europe topic.

The Summer line

