

Subject	Year	Term
Geography	7	Spring term 2
Topic Title		Topic concept
How do humans impact the physical landscape?		Systems and processes
Content + skills (Intent)		
Prior Learning (Topic) KS1/KS2- <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		
KS3 at Balcarras :Sustainability (year 7), Countries from pole to pole (Year 7)		
<p>Through this topic students will consolidate and extend their knowledge of the world's physical landscapes and features as well as country locations. Pupils will explore and understand how geographical processes interact to create distinctive physical landscapes that change over time such as caves and fold mountains.</p> <p>Students will develop their awareness and understanding of how human and physical processes interact and change landscapes and environments. Pupils will consider the impact of human activity on the landscape and conflict that can occur. This is applied and explored through local adventure landscapes within the UK e.g. Cheddar Gorge and Isle of Skye.</p> <p>Interleaved within this topic students will cover a range of geographical skills in analysing and interpreting different data sources, and continue to enrich their locational knowledge and spatial and environmental understanding through globes, maps and atlases and images. Students will interpret Ordnance Survey maps in the classroom including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs as well as continue to develop their understanding of the use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p>		
Future Learning (Topic) KS3 at Balcarras- Climate change (year 8), Tectonic Hazards (year 8), Global Tourism (Year 9) KS4 at Balcarras- UK physical landscapes, Natural hazards, (Year 10) Resource management (Year 11), Geographical skills across all GCSE topics KS5 at Balcarras- Hazards, Changing places, (Year 12) Geographical skills across all topics Cross curricular- English		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
A series of lessons covering different physical landscapes and their formation. This will be linked to the human use of these landscapes and what impact this can have as well as conflicts that will arise from multiuse of these locations. A thread of sustainability will be interwoven throughout each of these locations and landscapes whilst looking at managing these landscapes.	Through an end of topic assessment which covers a specific physical landscape, a sport that takes place there and how this sport can damage the environment. Pupils will then explore how this sport can be managed sustainably.	
Literacy teaching on how to produce a leaflet.	Class notes of landscape formations, conflicts that can arise in these areas and factfiles about biking in Skye Marking of class notes and homework	

How can parents help at home?

Support with homework and revision techniques for graded assessments. Discuss current affair issues by watching/reading the news. Download the BBC or Guardian news app and set to environmental notifications to receive the most update articles. Watching relevant documentaries e.g. David Attenborough, wildlife/environments.

Places to explore

Explore a variety of local landscapes- Visit Cheddar Gorge- can you apply what you have learnt in the lesson?

Join the worlds largest treasure hunt and get outside and explore- it is free- try [Geocaching](#)

[The Official Bear Grylls Website](#)- there are lots of events and festivals to get outside and explore different landscapes

[Experiences – Bear Grylls](#)

Find out about some adventure sports you may be able to do? Skiing/snowboarding/tubing at Gloucester ski centre, or further afield Tamworth, Ice climbing in London, climbing wall in Gloucester, skydiving- **Bear Grylls Adventure iFLY**

Programmes you could watch

Ben Fogle Great British Adventure

This 30 minute film by Brendan Leonard, the man responsible for some of the best hiking-related diagrams around ([like this](#)), is an ultra marathon film that's perhaps more about friendship than running. Can two lifelong friends with no real long distance running experience complete a 100-mile race?

[REI Presents: How To Run 100 Miles - YouTube](#)

The Barkley Marathons is a race like no other – even the entry process is a challenge in itself, quite literally. Those who do get to the start line then have the small task of running 100 miles within 60 hours. It's a merciless course, one designed to replicate the jailbreak attempt of James Earl Ray, assassin of Martin Luther King, who only managed to get 8 miles through the surrounding woods after 55 hours on the run. If you enjoyed the popular film about the marathons on Netflix you'll love this one as well. It follows Lake District farmer, cancer survivor and living legend of fell running Nicky Spinks in her quest to become the first ever woman to complete the race.

[Last Women Standing: The Barkley Marathons 2019 - YouTube](#)

Conversation Starters:

Human activity always has a negative impact.

Extreme sports should be banned

Taking care of the environment should be a priority

"The living world is a unique and spectacular marvel yet the way we humans live on earth is sending it into a decline."

The rules of survival never change whether you are in a desert or in a rainforest

Helpful further reading/discussion

Reading

Hunger Games trilogy by Suzanne Collins (Hunger games, Catching fire, Mockingjay and The Ballad of Songbirds and Snakes)

The Ranger's Apprentice by John Flanagan

Gladiator - Street Fighter by Simon Scarrow

Arena 13 by Joseph Delaney

Young Samurai by Chris Bradford

A house without mirrors by Marten Sanden

The snow angel by Lauren St John

Big game by Dan Smith

Philip Pullman trilogy- Northern

Lights, The subtle knife, The amber spyglass

Vocabulary Lists

Fold mountains

Gorge

Cave

Limestone

Stalactite

Stalagmite

Erosion

Weathering

Geology

Conflict

Sustainability

Management

Speleothem

Careers Links

Search and rescue

[Working for the Maritime and Coastguard Agency | Civil Service Careers \(civil-service-careers.gov.uk\)](#)

Outdoor film maker/journalist

[Blue Planet II: The secrets behind the BBC One series - BBC News](#)

[Adventure Film School](#)

The disappearing children by Lars Joachim Grimstad Wave riders by Lauren St John The Explorer by Jacqueline Wilson Great Adventures by Kevin Ward		
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