

KEVICC KS3 Curriculum:	Subject: Geography	Key terms and vocabulary.
Year: 7 Term: Autumn 2	Topic: Your Earth	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p>In this unit students will gain an insight to the planet's major ecosystems. It will look at the Earth's wild places, how animals, plants and humans have adapted to living in these ecosystems, and some of the problems they are facing.</p> <p>The unit begins with an introduction to the global ecosystems, before delving into some of the major ones in more detail. Firstly, the focus will be on rainforests, as well as looking at deforestation and how people have adapted to living there. It then moves onto looking at hot deserts and again how people live in this ecosystem, followed by grasslands. The unit concludes with a study of the problems facing the world's oceans, and finally focusing on cold environments.</p> <p><b>Knowledge</b> Polar and hot deserts; key physical and human characteristics; weather and climate; how human activity relies on the effective functioning of natural systems.</p>		<p>Ecosystem Biome Adaptation Rainforest Canopy Deforestation Climate Indigenous Climate graph Plastic pollution Polar Tundra.</p> <p>Understanding checked through questioning and regular feedback.</p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Build on Key Stages 1&amp;2 knowledge of "name and locate the world's seven continents and five oceans", "location of the hot and cold areas of the world", "biomes and vegetation belts"</p>	<p><b>How does this content link to future learning?</b></p> <p>Links to GCSE content through <b>The living world</b> unit.</p>	
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Model answers provided to develop comprehension and literacy.</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <p>Writing answers to assessment questions, following similar structure to GCSE assessment.</p>	
<p><b>Key assessments:</b> <i>How will students review the information learned? How will feedback be seen?</i></p> <p>End of unit assessment completed on separate sheet and stuck in books.</p> <ul style="list-style-type: none"> <li>- Marked by teacher using Assessment Mark Scheme.</li> <li>- Students respond to feedback with Purple Pen.</li> </ul> <p>Mid-unit assessment question.</p> <ul style="list-style-type: none"> <li>- 6-mark question on people in the rainforest marked by teacher.</li> <li>- Students respond to feedback in Purple Pen.</li> </ul> <p>Peer and self-assessment opportunities, e.g. grasslands description.</p> <p>Regular recap sheets to review learning.</p> <p>Verbal feedback given throughout lessons.</p> <p>Opportunities for students to respond to feedback in Purple Pen.</p>		