

KEVICC KS3 Curriculum:	Subject: Geography	Key terms and vocabulary. <i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i> Erosion Transportation Deposition Weathering Mass movement Longshore drift Hard engineering Soft engineering Managed retreat Fluvial processes Long profile Cross profile Discharge Hydrograph
Year: 9 Term: Summer	Topic: Dynamic Planet	
What is the essential knowledge from this unit? What do students need to remember and understand? This unit is concerned with the dynamic nature of physical processes and systems throughout the UK. Students begin by looking at the range of diverse landscapes in the UK, before moving onto the coastal landscapes. They will study the physical processes that are responsible for shaping our coastline and creating the distinctive landforms of erosion and deposition. Students will then evaluate the different management strategies used to protect the coast, focusing on Lyme Regis, Dorset as an example of a coastal management scheme. Students then move onto studying the river landscapes in the UK, starting with the processes that shape river valleys and the different landforms that are created by erosion and deposition. Students will look at the factors that affect flood risk and the different management strategies used to protect from flooding, focusing on the River Dart flood management scheme at Totnes, Devon, as an example. Knowledge Rocks, weathering and soils; and glaciation, hydrology and coasts.		
What prior learning supports understanding of this content? Build on Key Stage 2 knowledge of "rivers, mountains, and the water cycle".	How does this content link to future learning? Links to GCSE content in the Physical landscapes in the UK unit.	
Reading: <i>Where in the unit are students supported to read complex academic text?</i> Model answers provided to develop comprehension and literacy.	Writing: <i>Independent writing tasks and how they are structured</i> Writing answers to assessment questions, following similar structure to GCSE assessment.	
Key assessments: <i>How will students review the information learned?</i> <i>How will feedback be seen?</i> Mid-unit and end of unit assessment completed on separate sheet and stuck in books. - Marked by teacher using Assessment Mark Scheme. - Students respond to feedback with Purple Pen. Peer and self-assessment opportunities. Regular assessment questions throughout the unit. Regular recap sheets to review learning. Verbal feedback given throughout lessons. Opportunities for students to respond to feedback in Purple Pen.		