

Subject: Geography Year 9 Ability Mix Blue and Green						
Term / Date(s)	Half term 1 (7 weeks)	Half term 2 (7-8 Weeks)	Half term 3 (6 Weeks)	Half term 4(6 weeks)	Half term 5 (6 weeks)	Half term 6 (7weeks)
Topic	My World	Hazardous World	Our Unique World	Unequal world	Future world	Practical World
Topic overview Pupils will learn...	Pupils will learn about national and international tourism. How tourism has changed in the UK due to the growth of technology and access to cheap air travel. Pupils will look at positive and negative impacts of tourism to understand how tourism as an industry aids development in low-income countries.	Pupils will learn about the cause's effects and responses to global warming and climate change. Both human and natural causes will be studied along with how pupils themselves are impacting on the environment.	Pupils will learn about the continent of Africa. Its different climates, diverse environments and how humans adapt to them. They will learn and understand how the causes and impacts of desertification impact those living in Africa. By studying Kenya, pupils will learn that even though the country is a NEE, there are still huge social differences between people in their society.	Pupils will learn about the different sectors of industry and their distribution across the world. Pupils will determine how this distribution is linked to levels of development and the availability of natural resources.	Pupils will learn how global consumption is unequally rising across the world. How calorie intake and the use of resources is significantly different between HIC and LIC countries. How the effects of global warming are placing significant pressure on food supplies across the world.	A practical application of geographical, fieldwork and math skills, through a mini fieldwork project based around the location of a new football stadium to be built in the local area. The pupils will choose from 3 possible locations assessing the Social, economic and environmental impacts upon the area and deciding which is the most suitable location.
Components Statement In order to...	<p>Students will be introduced to the concept of national and international tourism. They will assess how tourism has changed in the UK, to understand the decline of coastal towns and communities.</p> <p>Students will study Blackpool as an area of urban decline in the UK and analyse how air travel and Covid-19 has impacted the UK tourist industry.</p> <p>Students will learn about two man-made structures: The Hoover Dam and Burj Khalifa. This is to enable them to consider the opportunities and challenges associated with building in extreme environments.</p> <p>To understand how tropical islands, have different landscapes, pupils will look at the Island of Bali. Students will assess how both physical and human attractions have caused Bali to become a hot spot for visitors, and boost the national economy.</p>	<p>Students will study both the human and natural causes of climate change, in order to decide whether human activity has more influence.</p> <p>Students will calculate their carbon footprint by scoring themselves on various daily activities, in order to assess their personal impact on the environment.</p> <p>In this lesson, students will study the causes and effects of Droughts. In order to understand the how it is linked to climate change.</p> <p>Students will study the 'Great Green Wall' in Africa. This will enable them to understand how the impacts of climate change can be managed.</p> <p>Students will demonstrate their understanding of the hazards of climate change. They will create a newspaper article on the causes, effects and responses to a climate related disaster, such as droughts.</p>	<p>Students will learn about the different climates that exist within Africa from tropical rainforests to desert landscapes and how they have formed.</p> <p>Students will learn about the African rift valley. Its formation and physical features created as a result of tectonic activity.</p> <p>Students will learn about the physical processes of desertification and the natural and human causes. Pupils will learn the social and environmental impacts of desertification upon communities in the Sahara region.</p> <p>Students will learn about Africa's Great Green Wall initiative, its response to desertification.</p> <p>Students will undertake a case study of Kenya. Firstly looking at it, climate, different physical environments (Savannah, desert,)</p> <p>Students will study the capital city of Kenya, Nairobi and the huge social and economic differences between its rich and poor communities.</p> <p>Students will examine how Kibera, Nairobi's largest slum and the largest slum in Africa is being improved to support and transform the lives of those who live there.</p>	<p>Students will learn about the different sectors of industry and their characteristics. To enable them to understand how the distribution of these sectors across the world, determines levels of development (HIC, NEE and LIC).</p> <p>Students will examine Britain's historical industrial development. In order to understand the social, economic and environmental impacts of its decline in the latter part of the 20th Century.</p> <p>Students will learn why global population has grown and its impacts.</p> <p>Pupils will analyse population pyramids from contrasting countries to understand the social, economic and environmental impacts that shape them.</p> <p>Students will assess the impacts of rapid urban growth with a particular focus on megacities in China.</p>	<p>Students will examine how global consumption is rising but at unequal levels. In order for them to understand the significant differences that exist between HIC and LIC countries.</p> <p>Pupils will also assess how the effects of climate change and global warming placing significant pressure on food supplies across the world.</p> <p>Students will study the damaging environmental impacts of global food consumption. In order to determine whether food production needs to become more sustainable.</p> <p>Students will examine different environmental and human impacts of over-fishing in the seas around the UK. This allows them to gain an understanding of where their food comes from and make informed, future decisions.</p> <p>Students will examine the sustainable solutions to global food demand. This will allow them to reflect on their own food consumption habits and discuss ways they can reduce their carbon footprint through changes to their diets.</p>	<p>Students will learn some of the basic geographical, cartographic and fieldwork skills required for completion of the fieldwork enquiry at KS4. Some of these themes include: Map skills, traffic tally, pedestrian count and environmental surveys. This is completed to allow students to become familiar with geographic sampling methods, in preparation for the mini-fieldwork project around school.</p> <p>Fieldwork Project: 'Freeze thaw weathering impacts the school infrastructure more than Biological and Chemical?'</p> <p>Data collection: Students use both primary and secondary sampling techniques in order to gather data to support or disprove the hypothesis. Primary – wind speed, wind direction and temperature at each chosen site. Secondary – Climate graph for Dewsbury.</p> <p>Data Presentation: Students present both primary and secondary data in a visual way for analysis.</p> <ul style="list-style-type: none"> • Climate graph • Wind Rose Chart • Tally Chart • Proportional Symbols

	<p>The lesson provides students with an understanding of the importance of looking after the planet on which they live and how the actions of humans can impact both people and wildlife thousands of miles away. It also shows how the GBR is being damaged by people and sustainably managed.</p> <p>Students will gain knowledge of the creation of the glacial landscapes of the Lake District. They will briefly study glacial features and processes behind their formation. This enables students to identify how glacial landscapes can bring both social and economic opportunities and challenges.</p>		<p>Students will learn about the culture and lives of the Masai tribe of Kenya. A tribe who bridges the gap between living an ancient nomadic lifestyle in the modern world. Pupils will learn how their lifestyle enables them to have a zero-carbon footprint.</p>	<p>Pupils will gain an understanding of the 'One Child Policy' conducted in China to slow down/ reduce rate of population growth. They will be given the opportunity to discuss/ debate the ethical issues associated with the 'One Child Policy' and its impact on population structure in the country today.</p> <p>Students will demonstrate their understanding of the Unequal world unit by creating a board game. In order to demonstrate their knowledge of the topic.</p>		<p><u>Analysis, Evaluation and Conclusion:</u> Students will complete these elements back in the classroom in order to determine which type of weathering is most prominent around TCA.</p>
<p>What pupils should already know (prior learning components)</p>	<p>Pupils can Identify Social, Economic and environmental impacts of geographical events.</p> <p>Links to global warming and climate change</p> <p>Links between Industrial end economic development. Particular focus on the tourism industry.</p>	<p>Pupils should Understand how global warming and climate change can lead to weather patterns changing: Tropical storms, Y7</p> <p>Understanding of how large global companies have a greater impact on the environment: Amazon's growing international customer base means more packages will need to be shipped via fossil fuel machines (planes, boats and trucks), Y8</p> <p>How we can reduce the methane produced from grazing cattle, by reducing our demand for red meat: Links to McDonalds study, Y8</p> <p>Droughts link to the study of forest fires (Y7). There are similarities in the increase in frequency of these hazards.</p>	<p>Pupils have covered plate tectonic theory during Yr8 HT2.</p> <p>The human and natural causes of climate change and its impacts upon societies in desert environments Yr9 HT2</p> <p>Pupils have studied Slums in Yr8 HT4, they understand the environmental, social and economic challenges of those who live within these environments.</p> <p>Use of maps and geographical skills to gather information and analyses geographic phenomena: types of data presentation, field sketches and analysing graphs</p>	<p>Sectors of industry have briefly been covered in Y7 and 8 unequal world units.</p> <p>In Y7 students studied the origins of products and reasons why they are from specific countries. This included a study of the iPhone and how it is designed in California, but manufactured/ assembled in China. Students</p> <p>Themes of challenges of resource management due to population growth have been revisited over the KS3 unit. This includes topics like: The Hoover Dam development (demand for water), Climate change/ climate refugees and slum settlements.</p>	<p>Students have studied a 'Future World' unit in both Y7 and 8. The aim of these units has been to look at the challenges facing resources on earth in the present and future. Y7 have studied waste and water, while Y8 have looked into energy supply.</p> <p>Y7-9 Unequal World HT4: Students have studied the links between diseases, development, levels of wealth and access to services.</p> <p>Y8 HT3 Unique world: In this series of learning, students gain an understanding for the importance and structure of rainforest ecosystems. They have analysed the causes and impacts of deforestation in the Amazon Rainforest and how the forest can be sustainably managed.</p>	<p>OS Map Skills: In Y7 and 8 HT6 students have been introduced to map skills of grid reference, compass direction, symbols, scale and distance and contour lines.</p> <p>In HT2 students studied a topic on climate change and its associated weather hazards.</p> <p>In Y7 and Y8, students have complete mini-field work units in HT6. During these projects, students have the opportunity to practice and demonstrate understanding of collecting, analysing, explaining and evaluating data. This is all in preparation for the GCSE fieldwork element of the AQA spec.</p>
<p>Transferable knowledge (skills)</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Concepts, how tourism aids development in low income countries. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Concepts, the cause's, effects and responses to global warming and climate change. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Concepts, how tectonic plate movements shape the environment. • 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Concepts, how the availability of natural raw materials and access to energy, is linked to levels of development. With 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Concepts, how global consumption is unequally rising across the world. How calorie 	<p><u>Geographic, Cartographic and Fieldwork Skills:</u></p>

	<ul style="list-style-type: none"> Ability to compare and contrast areas of opposing levels of wealth: HIC, NEE and LIC To understand the challenges and opportunities of large-scale construction in extreme environments. <p><u>Geographic, Cartographic and Fieldwork Skills:</u></p> <ul style="list-style-type: none"> Describing distribution of geographical trends using a range of figures and resources. Use of maps, graphs and charts is embedded throughout every SOL and every Key Stage. Drawing and assessing processes through diagrams. Creating a balanced argument using enquiry and debate skills Extended writing opportunities presented in all SOL at least twice per half term. This helps students with their written communication skills and use of complex terminology. Students will practice Pixl unlock strategies to help achieve an understanding of higher order vocabulary, and success in extended writing tasks. Use of maps, graphs and charts is embedded throughout every SOL and every Key Stage. 	<ul style="list-style-type: none"> To understand how human interactions with the environment can cause Climate change. The ability to understand how economic development of a country can impact climate change. Concept of sustainable management in the adaptation and mitigation of climate change. <p><u>Geographic, Cartographic and Fieldwork Skills:</u></p> <ul style="list-style-type: none"> Describing distribution of geographical trends using a range of figures and resources. Use of maps, graphs and charts is embedded throughout every SOL and every Key Stage. Drawing and assessing processes through diagrams. Creating a balanced argument using enquiry and debate skills Extended writing opportunities presented in all SOL at least twice per half term. This helps students with their written communication skills and use of complex terminology. 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This skill can then be used within extra-curricular events such as Duke of Edinburgh.</p> <p>Students will be able to apply the understanding of plotting and analysing data patterns across the curriculum such as science and maths.</p> <p>Students will be able to develop their maths skills throughout all half terms, with extra attention paid towards the Practical world topic. Developing high level vocabulary and written communication through extended writing. Higher order vocab includes: distribution, analyse, relief. Students will practice Pixl unlock strategies to help achieve an understanding of higher order vocabulary, and success in extended writing tasks. analysis to develop skills for KS4 fieldwork studies.</p>
<p>Key vocabulary pupil will know and learn</p>	<p>Reservoir, Construction, Economic development, Challenges, Tourism, Hydroelectric Power, Coral Reef, Polyps, Coral Bleaching,</p>	<p>Global Warming, Sun spots, Solar Flares, Milankovitch cycle, Fossil Fuels, Methane, Agriculture, Deforestation, Carbon Cycle, Climate change, Greenhouse effect, Climate</p>	<p>Tectonic plate, convection currents, Rift Valley, Africa, equator, tropic of Capricorn, tropic of cancer. Glacier, global warming, extinct volcano, desertification. Soil erosion, deforestation, slums, migration,</p>	<p>Architecture, Austerity, Business, Census, Deindustrialisation, Demographic Transition Model Deregulation, Globalisation, Infrastructure, Insurance, Interconnected</p>	<p>Aeroponics, Biofuel, Bycatch, Child mortality, Contaminated, Debt, Deforestation, Famine, Fertiliser, Food miles, Food security, genetically modified, Global Hunger Index (GHI), High Yield Variety Seeds.</p>	<p>Choropleth map, contour line, Cross-section, Frequency, Geographical Information System (GIS), GPS: Global Positioning System, Interval data, Latitude, Life expectancy, longitude,</p>

	Sustainable Management, Glacial landscapes.	Refugee, Erosion, Renewable energy, Biodiversity.	climate refugees. Arable land, land restoration.	Investment, Mechanisation.		map projection, Migration, Negative correlation, population density.
Assessment activities	<ol style="list-style-type: none"> 1. Do Now Recap and Recall tasks with top up slide 2. Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term. 3. End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8). 4. Extended writing opportunities 5. AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work. 	<ol style="list-style-type: none"> 1 Do Now Recap and Recall tasks with top up slide 2 Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term. 3 End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8). 4 Extended writing opportunities 5 AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work. 	<ol style="list-style-type: none"> 1 Do Now Recap and Recall tasks with top up slide 2 Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term. 3 End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8). 4 Extended writing opportunities 5 AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work. 	<ol style="list-style-type: none"> 1 Do Now Recap and Recall tasks with top up slide 2 Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term. 3 End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8). 4 Extended writing opportunities 5 AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work. 	<ol style="list-style-type: none"> 1 Do Now Recap and Recall tasks with top up slide 2 Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term. 3 End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8). 4 Extended writing opportunities 5 AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work. 	<ol style="list-style-type: none"> 1 Do Now Recap and Recall tasks with top up slide 2 Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term. 3 End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8). 4 Extended writing opportunities 5 AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work.
Resources available	<p>You tube - www.youtube.com/watch?v=ZiULxLLP32s</p> <p>Videos (Schoology website) - https://www.schoology.com/</p> <p>AQA Exam website - https://www.aqa.org.uk/subjects/geography/gcse/geography-8035</p> <p>Internet geography - https://www.internetgeography.net/</p>	<p>You tube - www.youtube.com/watch?v=ZiULxLLP32s</p> <p>Videos (Schoology website) - https://www.schoology.com/</p> <p>AQA Exam website - https://www.aqa.org.uk/subjects/geography/gcse/geography-8035</p> <p>Internet geography - https://www.internetgeography.net/</p> <p>A5 revision guide with online version.</p>	<p>Google Earth https://www.google.com/maps/@15.3484009,17.3511488,4.25z</p> <p>Youtube Why the World's Sixth Ocean is Forming in Africa - YouTube</p> <p>Rift valley formation process - YouTube</p> <p>Top 10 Interesting Facts about Mount Kilimanjaro! 🌋 The Tallest Mountain in Africa - YouTube</p> <p>BBC Bitesize Desertification - causes and prevention strategies - Hot deserts - AQA - GCSE Geography Revision - AQA - BBC Bitesize</p> <p>Internet Geography Great Green Wall of Africa - Poster - Internet Geography</p>	<p>BBC Bitesize https://www.bbc.co.uk/bitesize/guides/z332sg8/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z838xsg/revision/1</p> <p>Internet Geography https://www.internetgeography.net/topics/the-changing-economic-world/</p> <p>https://www.internetgeography.net/topics/population/</p> <p>Oak National Academy https://classroom.thenational.academy/units/population-d3f0</p> <p>YouTube https://www.youtube.com/watch?v=78h-BpSkk1w</p> <p>https://www.youtube.com/watch?v=BFtJaiBMXzc</p> <p>https://www.youtube.com/watch?v=u3tlujvtLUE</p>	<p>Internet Geography https://www.internetgeography.net/topics/what-affects-the-amount-of-food-we-have/</p> <p>BBC Bite size https://www.bbc.co.uk/bitesize/guides/zsdhbk7/revision/1</p> <p>You tube https://www.youtube.com/watch?v=z0J2VELZ4RU</p> <p>https://www.youtube.com/watch?v=raSHAqV8K9c</p> <p>https://www.youtube.com/watch?v=TNbZMJoMn6Q</p> <p>AQA Exam website https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/subject-content/challenges-in-the-human-environment#id-Section_C_The_challenge_of_resource_management_1_2_3</p>	<p>Atlases found in the geography staff room. Covid – Photocopy the world page of Atlas.</p> <p>Thermometers – Ask a member of the geography staff.</p> <p>Resources and Lessons found on shared area: I:\Curriculum Folders\Humanities\Geography\2a New KS3 2020\yr 7\HT6 The Practical World</p> <p>BBC Bitesize:</p> <p>OS Skills: https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1</p> <p>Atlas Skills: https://www.bbc.co.uk/bitesize/guides/zttqyrd/revision/1</p> <p>Internet Geography Skills Webpage: https://www.internetgeography.net/geographical-skills/</p> <p>YouTube ‘Geographer Online’. Great videos on using OS maps- https://www.youtube.com/c/GeographerOnline/videos</p>

				https://www.youtube.com/watch?v=d9xrwtqhTmw		
Notes	Links to British Value/SMSC/ TOGETHER Respect and Tolerance – understanding different societies and culture through travel and tourism. Moral – is it our duty to protect areas of outstanding beauty from being exploited and damaged because of the impacts of tourism? Social – understanding our personal impacts as tourists. Spiritual – Why people visit places of religious importance as pilgrims. Cultural Capital/ Careers: Links to specific roles within the tourist Industry. Links to specific roles in the design and construction of buildings and travel infrastructure.	Links to British Value/SMSC/ TOGETHER Respect and Tolerance – understanding how the decisions we make effects those in LIC countries. Democracy – the importance of legally binding agreements to mitigate climate change. Moral – is it our duty to reduce climate change? Social – understanding our personal impact on the climate Cultural Capital/ Careers: Links to specific roles in the monitoring, prediction, planning and preparation for tropical storms and rising sea levels. Links to specific roles in climate change activism, mitigation and adaptation strategies.	Links to British Value/SMSC/ TOGETHER Respect and Tolerance – understanding why it is important to respect the environment. Moral – Should government money be spent on protect coastlines? Social – understanding the impacts of erosion on coastal communities. Cultural Capital/ Careers: Links to specific roles in the monitoring, prediction, planning and preparation for the impacts of coastal erosion.	Links to British Value/SMSC/ TOGETHER Respect and Tolerance – understanding Chinas decision to implement a 1 child policy. Moral – was it right for China to impose a 1 child policy? Social – understanding how development in HIC can built upon exploiting people in Low income countries. Cultural Capital/ Careers: Links to specific roles in the primary, secondary and tertiary Industries.	Links to British Value/SMSC/ TOGETHER Respect and Tolerance – understanding people’s decisions to live in a tectonic setting. Democracy – the importance of sourcing food from sustainable sources across the world. Moral – Is it right that we waste food in the UK, while other starve across the world? Social – How food production causes drought and famine in LIC countries to meet demands in HIC. Cultural Capital/ Careers: Links to specific roles and careers in the growing / processing of food.	Practicing research methods and fieldwork skills is highly important at KS3, to allow students to become familiar with these skills for the KS4 fieldwork enquiry. In addition, practicing different sampling methods e.g. traffic tally, enables students to develop a wider understanding of unseen fieldwork skills. Research methods is also a key area for many further education courses and careers. Students may find themselves needing to conduct research as part of a dissertation, or part of their responsibilities in a research role. Preparing for these early will only provide benefits to both students and employers. Links to British Value/SMSC/ TOGETHER Moral – Do the environmental cost of building and running large sports facilities out way the social and economic benefits. Social – _ To understand how the construction of large buildings effects those who live near to them. Cultural Capital/ Career Links to specific roles in the planning, construction, environmental surveys and town planning.