

KS3

Can I carry out an independent fieldwork enquiry?

Observing, measuring, recording and presenting their own fieldwork study of the local area.

Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.



Where does our energy come from?



Would you like to live in the desert?

6

Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.



Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.



Why do oceans matter?

Why does population change?



Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.

Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.

What is life like in the alps?

5

What are rivers and how are they used?

Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.

Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.



Why are rainforests important to us?



Where does our food come from?

Describing the differences between cities, towns and villages. Using OS maps to follow routes and identify geographical features. Exploring the land use within New Delhi.

Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.



Are all settlements the same?

Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.



Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.



3

Why do people live near volcanoes?

Who lives in Antarctica?