

Landscapes Scheme of work

Year	Sequence of formation		
	Threshold	Threshold Knowledge	Threshold skills
8	Excellence	Students clearly explain the three landforms in a logical and structured sequence. There is a clear understanding of the location of the landforms in relation to the course of the river. Diagrams are clearly drawn and annotated accurately to support the explanation. Students use key terminology (such as hydraulic action) consistently to explain the formation of the landforms. Students use examples where relevant (Niagara Falls).	Landforms or geographical processes are clearly described and explained in the correct sequence. Diagrams are well used and annotated. The impact of processes is partially described.
	Secure	Students clearly explain the three landforms (waterfalls, ox-bow lakes and deltas); however this is in a partial sequence. The landforms are accurately located in relation to the course of a river. Diagrams are clearly drawn and annotations are used, but lack detail and clarity. Students use key terms such as 'erosion', but more advanced terms such as 'hydraulic action' are missing.	Landforms or geographical processes are clearly described and briefly explained in a partial sequence. Diagrams are used to support writing but lack detailed annotations.
	Developing	Students describe and briefly explain all three landforms (waterfalls, ox-bow lakes and deltas). However this explanation is in a partial sequence with stages missing. Diagrams are present but often unclear and are not annotated with clear statements. Students use more basic terminology such as 'the rocks wear away' rather than key terms such as 'erosion'.	Landforms or geographical processes are described and briefly explained in a partial sequence. Diagrams are unclear and do not add to information.
	Foundation	Students clearly describe the landforms and produce diagrams which resemble the appropriate landform. However there is no attempt to explain (or the explanation is incorrect) the formation of the landform. The language which is used is basic such as 'rocks break', rather than using key terminology such as 'erosion'.	Landforms are clearly described or defined, but no attempt is made to explain their formation. Sequence may be incorrect or missing.

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Lesson Title	Deep Learning questions	Surface learning Questions	Learning Objectives	Learning Activities	How does this link to the GA benchmark expectations (by the age of 14)? How does this show progression through the unit?
How do people use rivers?	<p>Where are the world's major rivers located?</p> <p>How do people use rivers around the world?</p>	<p>What is a landscape?</p> <p>Where are the UK's major rivers located?</p>	<p>To describe ways that we (humans) use rivers.</p> <p>To describe the location of the UK's and world's major rivers.</p>	<ol style="list-style-type: none"> 1. Students identify the unit title by examining the photo. Discuss the difference between the landscapes that appear; focusing on physical geography and human geography. 2. Using the photos, students describe how people use rivers around the world. 3. Students describe the location of the UK's major rivers using the exemplar provided. 4. Using the atlas pupils locate and describe the location of the world's major rivers. 5. Assess pupils' knowledge of the location of the world's major rivers. 	<p>Contextual World Knowledge – knowledge of the location of the world's major rivers and the UK's major rivers. Knowledge is contextualised from a national to a global scale.</p> <p>Understanding – understanding of how humans interact with the physical environment.</p> <p>Skills – development of map and atlas skills to identify accurate information.</p>
Hydrological Cycle	<p>How is the hydrological cycle different to the water cycle?</p> <p>What do groundwater flow, evapotranspiration and surface run-off mean?</p> <p>How do different weather conditions/human activities affect the hydrological cycle?</p>	<p>How does the water cycle work?</p> <p>What do evaporation, condensation and precipitation mean?</p>	<p>To explain how water travels from the oceans, to the air and land.</p> <p>To explain the processes involved in the hydrological cycle.</p>	<ol style="list-style-type: none"> 1. Students describe why rivers are important. 2. Students label and describe the processes involved in the water cycle. 3. Students extend their understanding by matching the key terms from the hydrological cycle, to the correct definitions. 4. Students explain how different weather conditions and human activities affect elements of the hydrological cycle. 5. Students describe and explain the journey of a raindrop. Students review the success criteria for this activity. 	<p>Understanding – comprehension of a physical process and the development of prior knowledge. Pupils are able to link prior concepts and extend their understanding further.</p>

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<p>Drainage Basin</p>	<p>What are a confluence, tributary and watershed?</p> <p>How does a drainage basin connect with the hydrological cycle?</p>	<p>What is a drainage basin?</p> <p>What do the terms river bed, channel and floodplain mean?</p>	<p>To define the term "Drainage Basin".</p> <p>To describe the features of a drainage basin.</p>	<ol style="list-style-type: none"> 1. tudents play 'Rivers Catchphrase'. 2. tudents work in groups to produce a diagram of the drainage basin from memory. 3. tudents create their own drainage basin model. 4. tudents define the key terms from the drainage basin diagram. 5. tudents describe how the drainage basin changes from the source to the mouth. 	<p>Understanding – understanding of the physical process that leads to the development of physical features. Comprehension of a physical system and how this is connected to other physical systems.</p> <p>Progress – students build upon their prior knowledge and are able to extend their thinking to demonstrate how the drainage basin is interconnected to the hydrological cycle.</p>
<p>River Processes</p>	<p>What do the four types of erosion mean?</p> <p>What do the four types of transportation mean?</p>	<p>What do erosion, transportation and deposition mean?</p> <p>How do rivers erode, transport and deposit material?</p>	<p>To identify the processes of a river.</p> <p>To explain how a river erodes, transports & deposits material.</p>	<ol style="list-style-type: none"> 1. Students look at the photos of the river valley and describe what they can see. 2. Students listen to the definitions of the four types of erosion and then explain each process in their own words. 3. Students listen to the definitions of the four types of transportation and then explain each process in their own words. 4. Students explain how a river deposits material. 5. Students explain why more erosion would take place on steep ground; why more transportation would take place after heavy rain. 6. Students complete the 'heads and tails' 	<p>Understanding – comprehension of the physical processes which lead to the development and change of physical geographical features linked to rivers.</p>

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				worksheet.	
Long Profile of a river	<p>How does a river change between its upper and lower courses?</p> <p>How does the River Severn change along its profile?</p>	<p>What is the long profile of a river?</p> <p>Where is the River Severn?</p>	<p>To describe the profile of a river along its course.</p> <p>To explain how the River Severn changes along its course.</p>	<ol style="list-style-type: none"> 1. Students watch the video of the River Severn. 2. Students complete the River Severn worksheet describing how it changes along its course. 3. Students draw the long profile of a river, using the contour map. 4. Students compare the upper, middle and lower courses of a river. 	<p>Contextual World Knowledge – focus on a specific river at a regional scale.</p> <p>Understanding – understanding of physical systems and processes that change and shape geographical features.</p> <p>Skills – development of data interpretation and manipulation, development of graph presentation skills.</p> <p>Progress – students are able to link their previous understanding of the hydrological cycle, drainage basins and river processes to a contextualised example.</p>
Upper Course	See assessment thresholds			<ol style="list-style-type: none"> 1. Students explain how a v-shaped valley is formed by ordering the statements to match the diagrams. Stress the importance of a clear sequence when explaining the formation of landforms. 2. Explain how a waterfall is formed. 3. Students draw a clearly labelled diagram(s) 	<p>Contextual World Knowledge – the use of examples from a global scale which are related to the individual topic.</p> <p>Understanding – comprehension of physical processes which lead to the development and change of</p>

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		<p>to show the formation of a waterfall.</p> <p>4. Students explain the formation of a waterfall using a clear sequence.</p>	<p>geographical features/landscapes.</p> <p>Skills – students’ ability to draw geographical annotated diagrams is developed.</p> <p>Progress – students’ apply their understanding of river processes and the profile of a river to accurately explain the development of river features in the upper course.</p>
Middle Course	See assessment thresholds	<ol style="list-style-type: none"> 1. explain how a meander is formed. 2. students explain how a meander is formed using a clear sequence and diagram (s). 3. explain how a meander becomes an ox-bow lake. 4. students extend their meander explanation to include the formation of an ox-bow lake. 	<p>Contextual World Knowledge – the use of examples from a global scale which are related to the individual topic.</p> <p>Understanding – comprehension of physical processes which lead to the development and change of geographical features/landscapes.</p> <p>Skills – students’ ability to draw geographical annotated diagrams is developed.</p> <p>Progress – students’ apply their understanding of river processes and the profile of a river to accurately explain the development of river features in the middle course.</p>

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Lower Course	See assessment thresholds			<ol style="list-style-type: none"> 1. Students explain how a river creates a floodplain and how it is used by people. 2. Explain how a delta is formed. 3. Students explain how a delta is formed using diagram(s) and a clear sequence. 4. Students have an opportunity to review any of their assessment work. 	<p>Contextual World Knowledge – the use of examples from a global scale which are related to the individual topic.</p> <p>Understanding – comprehension of physical processes which lead to the development and change of geographical features/landscapes.</p> <p>Skills – students’ ability to draw geographical annotated diagrams is developed.</p> <p>Progress – students’ apply their understanding of river processes and the profile of a river to accurately explain the development of river features in the lower course.</p>
Causes of Flooding	<p>What is the difference between permeable and impermeable?</p> <p>Why does deforestation increase the risk of flooding?</p> <p>Why does building on a floodplain increase the risk of flooding?</p>	<p>What causes rivers to flood?</p> <p>Which of these factors are human and which are physical?</p>	<p>To explain the causes of flooding.</p> <p>To explain how humans can increase the risk of flooding.</p>	<ol style="list-style-type: none"> 1. Students create a spider diagram of ideas as to why rivers flood. 2. Students categorise these into human or physical factors. 3. Students categorise statements into ‘more likely’ and ‘less likely’ to cause flooding. 4. Students explain two of the statements in each category. 5. Students explain why deforestation can increase the risk of flooding. 6. Students explain why building on a floodplain can increase the risk of flooding. 	<p>Understanding – understanding of physical processes which shape geographical features. Comprehension of the interaction between humans and the physical environment.</p> <p>Progress – students are able to connect their understanding of river processes to the causes of flooding.</p>

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<p>UK Flooding</p>	<p>What were the human and physical causes of the floods?</p> <p>What were the social, economic and environmental effects of the floods?</p> <p>What were the short-term and long-term responses to the floods?</p>	<p>What caused the floods?</p> <p>What were the effects of the floods?</p> <p>What were the responses to the floods?</p>	<p>To explain the causes and effects of flooding.</p> <p>To produce a case study on the River Thames 2012/13 Floods.</p>	<ol style="list-style-type: none"> 1. Students view a series of images of the floods in the UK and consider the hinge questions for each image. 2. Students use the Internet to research the causes, effects and responses to the floods. 3. Students complete their A3 case study sheet using their research. 4. Students share their findings with the class. 	<p>Contextual World Knowledge – study of locations are a national and local scale.</p> <p>Understanding – comprehension of the connection between physical processes and conditions and the impacts of these on human environments.</p> <p>Enquiry/Skills – with increasing independence students are able to choose a range of data to investigate questions and make judgements based on the evidence provided.</p> <p>Progress – students are able to link their understanding from the unit based upon river processes, river features and the causes of flooding to a contextualised example.</p>
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<p>Mozambique Floods</p>	<p>How did the Mozambique floods compare to the UK floods?</p> <p>What caused the differences?</p>	<p>What caused the floods?</p> <p>What were the social, economic and environmental effects?</p> <p>What were the responses to the floods?</p>	<p>To explain the causes and effects of flooding.</p> <p>To produce a case study on the Mozambique floods.</p> <p>To compare flooding in a rich country and a poor country.</p>	<ol style="list-style-type: none"> 1. tudents describe the patterns from the Worldmapper map of Deaths by Flooding. 2. tudents use the information sheet to explain the causes, effects and responses to the Mozambique floods. 3. tudents compare the floods in Mozambique to the UK floods and explain why the differences exist. 	<p>Contextual World Knowledge – study of locations are a global scale.</p> <p>Understanding – comprehension of the connection between physical processes and conditions and the impacts of these on human environments.</p> <p>Enquiry/Skills – with increasing independence students are able to choose a range of data to investigate questions and make judgements based on the evidence provided.</p> <p>Progress – students are able to link their understanding from the unit based upon river processes, river features and the causes of flooding to a contextualised example. Students are able to compare physical phenomena at different locations.</p>
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