

Welcome to the Geography Therapies. Please follow the links in the Therapy section below to access the resources.

The areas of development are:	Therapy
TOPICS	
<ul style="list-style-type: none"> Continents of the world & world population growth: including the most populous continents, countries and cities; the causes and consequences of population growth and future predictions for population 	<ul style="list-style-type: none"> Doddle - KS3 Topics - Population and Urbanisation - British Isles population quiz Doddle - KS3 Topics - Geographical Skills - Continents and oceans miniquiz CIA World Fact book - Research a Country and identify its capital city and its population Sporcle - quiz on Global Capital Cities
<ul style="list-style-type: none"> Physical and human features of the British Isles: including river, coast, and glacial landscapes; villages, towns and cities; bridges, tunnels and reservoirs 	<ul style="list-style-type: none"> Doddle - KS3 Topics - Rocks, Weathering and Soils BBC Coast - Any episode visit the upland landscapes of the Lake District or the Pennines visit the coast, e.g. Formby visit a river, e.g. Chorlton Waterpark
<ul style="list-style-type: none"> UK and European migration: including push and pull factors; the different types of migrations; the positives and negatives of migration and stories of EU migration 	<ul style="list-style-type: none"> Doddle - KS3 Topics - Population and Urbanisation - Any migration resource Research migration studies KS3 Bitesize - population and migration - studies
<ul style="list-style-type: none"> Map skills: including grid references, measuring distances, calculating scale and applying scale and symbols 	<ul style="list-style-type: none"> Doddle - KS3 Topics - Geographical Skills - Any resource
<ul style="list-style-type: none"> The geography of Manchester & types of jobs: including the development of Manchester over 200 years; the conditions in Manchester's industrial slums; the impacts of large-scale building projects and regeneration of the Salford Quays 	<ul style="list-style-type: none"> visit People's History Museum visit MOSI complete a walking tour of Manchester
<ul style="list-style-type: none"> China & Globalisation: including China's location and geography; the facts about China's manufacturing and why so many products are made in China 	<ul style="list-style-type: none"> Doddle - KS3 Topics - International Development Doddle - KS3 Topics - Sustainability KS3 Bitesize - Globalisation, Trade and Interdependence
<ul style="list-style-type: none"> TNCs: including the reasons for the growth of TNCs, e.g. cheap and fast transport links, cheap labour and better communication links 	<ul style="list-style-type: none"> Doddle - KS3 Topics - International Development Doddle - KS3 Topics - Sustainability

	<ul style="list-style-type: none"> • KS3 Bitesize - Globalisation, Trade and Interdependence • research the world's biggest TNCs
<ul style="list-style-type: none"> • Conditions in sweatshops: including an investigative look into the working conditions in two Chinese factories making products for Apple 	<ul style="list-style-type: none"> • Doddle - KS3 Topics - International Development • Doddle - KS3 Topics - Sustainability • watch - CBBC Show me what you're made of - Trainers • research and create a campaign poster outlining the conditions in a sweatshop and how companies should be more ethical
<ul style="list-style-type: none"> • Reasons for sweatshops: including a look into why is labour so cheap and do we have an ethical duty to refuse to buy goods from companies that use sweatshops 	<ul style="list-style-type: none"> • Doddle - KS3 Topics - International Development • Doddle - KS3 Topics - Sustainability • Watch - BBC Blood, Sweat and T-shirts
<u>APPLICATION</u>	
<ul style="list-style-type: none"> • identifying geographical key words and defining them with confidence 	<ul style="list-style-type: none"> • identify geographical key words and defining them with confidence
<ul style="list-style-type: none"> • identifying geographical features, processes or key events with confidence 	<ul style="list-style-type: none"> • focus on describing geographical features, processes and key events by using facts and figures
<ul style="list-style-type: none"> • describing geographical features, processes or key events with confidence 	<ul style="list-style-type: none"> • offer explanations for geographical features, processes and key events by saying 'why'
<ul style="list-style-type: none"> • explaining geographical features, processes or key events with confidence 	<ul style="list-style-type: none"> • give developed explanations for geographical features, processes and key events by saying 'why' and what this leads to
<ul style="list-style-type: none"> • giving developed explanations for geographical features, processes or key events with confidence 	<ul style="list-style-type: none"> • develop well-developed explanations for geographical features, processes and key events by saying 'why', what this leads to and the impact that this has
<ul style="list-style-type: none"> • giving well-developed explanations for geographical features, processes or key events with confidence 	<ul style="list-style-type: none"> • evaluate the reasons for geographical features, processes and key events by examining the positives and negatives of them
<u>PRACTICE</u>	
<ul style="list-style-type: none"> • consistent completion of home learning exercises, which supports their learning in class and extends their understanding of key themes and issues 	<ul style="list-style-type: none"> • consistent completion of home learning exercises, which supports their learning in class and extends their understanding of key themes and issues
<ul style="list-style-type: none"> • consistent and confident performance in significant pieces of work both in lessons and in progress tests 	<ul style="list-style-type: none"> • consistent and confident performance in significant pieces of work both in lessons and in progress tests
<ul style="list-style-type: none"> • clear focus and drive when working independently on home learning 	<ul style="list-style-type: none"> • clear focus and drive when working independently on home learning
<ul style="list-style-type: none"> • clear focus and drive when working independently on classwork 	<ul style="list-style-type: none"> • clear focus and drive when working independently on classwork