

Embedding links into the curriculum: KS3

The aim of this section is to give an idea of the types of businesses, organisations and institutions that can be approached to help form local links with a geography department. Some will provide only information, others speakers, fieldwork opportunities, games, videos, lesson plans etc. This is not a definitive list, nor does inclusion guarantee that the institution, business or organisation will be willing to help or provide exactly what you need.

Remember: Fully research a link before you attempt to make contact, thinking about what the link can provide for both parties.

Key stage 3 Units:

Unit 1. Making connections

[Ordnance Survey](#) (Where is our place and what is it like)

[Shops and shopping centres](#) (How is our place connected to other places)

[Supermarkets](#) (How is our place connected to other places)

[Travel Agents](#) (What do we know, think and feel about other places)

[Thomas Cook](#) (What do we know, think and feel about other places)

Unit 2. The restless earth - earthquakes and volcanoes

[Oxfam](#) (What is the role of aid agencies in LEDCs)

[Christian Aid](#) (What is the role of aid agencies in LEDCs)

[PLAN](#) (What is the role of aid agencies in LEDCs)

Unit 3. People everywhere

[Estate Agencies](#) (Where should all the new houses go)

[Planning Offices](#) (Where should all the new houses go)

[Builders](#) (Where should all the new houses go)

Unit 4. Flood disaster - how do people cope?

[Local Authorities](#) (How do individuals and communities respond to flood hazards)

[Environment Agency](#) (How do individuals and communities respond to flood hazards)

[Severn Trent](#) (How do individuals and communities respond to flood hazards)

[British Waterways](#) (How do individuals and communities respond to flood hazards)

[Thames Water](#) (How do individuals and communities respond to flood hazards)

Unit 5. Exploring England

[Ordnance Survey](#) (Where are we in England and where did we come from)

[National Trust](#) (What route would give a fair view of England)

[English Heritage](#) (What route would give a fair view of England)

[Travel Agents](#) (What route would give a fair view of England)

[Thomas Cook](#) (What route would give a fair view of England)

[Railtrack](#) (What route would give a fair view of England)

Unit 6. World sport

[Football clubs](#) (What do we know about Premiership teams, What jobs are there in football)

[Railtrack](#) (How do I get to a match)

Unit 7. Rivers - a fieldwork approach

[Severn Trent](#) (Fieldwork)

[British Waterways](#) (Fieldwork)

[Thames Water](#) (Fieldwork)

[Field Studies Council](#) (Fieldwork)

Unit 8. Coastal environments

[Coast and Countryside Service](#) (How can coasts be managed)

[Living Coasts Centre](#) (coastal environment / habitat)

[National Trust](#) (How can coasts be managed)

Unit 9. Shopping - past, present and future

Shops and shopping centres (Services found in settlements today)

Supermarkets (Services found in settlements today, The future- how will the internet affect shopping patterns)

Unit 10. Weather patterns over Europe

[Met Office](#) (What is the difference between weather and climate, what can satellite images tell us about the weather, what can weather maps tell us)

Unit 13. Limestone landscapes of England

[Association of National Park Authorities](#) (Where are some areas of higher land)

Unit 14. Can the earth cope? Ecosystems, population and resources

[Eco Schools](#) (encouraging schools to think sustainably)

Wind farm (How can a resource be planned and managed)

Power stations (How can a resource be planned and managed)

Landfill sites (How can a resource be planned and managed)

Waste management companies (How can a resource be planned and managed)

Recycling plants (How can a resource be planned and managed)

Unit 15. Crime and the local community

Local District and County council (Are there any patterns of crime nationwide)

Police (Are there any patterns of crime nationwide)

Unit 16. What is development?

[Catholic Agency For Overseas development \(CAFOD\)](#) (What is development)

[ActionAid](#) (What is development)

[Tear Fund](#) (What is development)

[PLAN](#) (What is development)

Unit 18. The global fashion industry

[Fairtrade Foundation](#) (How does world trade work)

Fair Trade organisations (How does world trade work)

Unit 19. Tourism - good or bad?

Travel Agents (How and why is the tourism industry changing)

[Thomas Cook](#) (How and why is the tourism industry changing)

[Association of National Park Authorities](#) (What is the impact of the tourist industry)

Unit 23. Local action, global effects

[Environment Agency](#) (What leisure activities are located on and by the river, how are they misused by people)

[Severn Trent](#) (What leisure activities are located on and by the river, how are they misused by people)

[British Waterways](#) (What leisure activities are located on and by the river, how are they misused by people)

[Thames Water](#) (What leisure activities are located on and by the river, how are they misused by people)

[Association of National Park Authorities](#) (What is a National Park)

[Dartmoor national Park](#) (What is a National Park)

[Snowdonia National](#) (What is a National Park)

[Exmoor National Park](#) (What is a National Park)

[British Antarctic Survey](#) (Why is Antarctica a fragile environment)

Education Department

Developing school – community – HE links and networks project

2004-5