

CURRICULUM MAP (Long term plan)

SUBJECT : Geography

YEAR GROUP : 7

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Aim of the term	This term students will learn about different methods of <u>geographical enquiry</u> .	This term students will explore <u>scale</u> , comparing local and global economy and local and global climates.	This term students will explore <u>links between physical and human geography</u> .
Knowledge Substantive - knowledge & conceptual understanding of the National Curriculum	<p>Unit 1: What is a geographer? In this unit, pupils will learn about:</p> <ul style="list-style-type: none"> - being a geographer - asking geographical questions - conducting geographical enquiries - key aspects of studying people and places - how to use geographical data, including maps. <p>Unit 2: Is the earth running out of natural resources?</p> <ul style="list-style-type: none"> -Different elements that make up our planet -How rocks and soils are formed and their importance to life -what a biome is and how the rainforest biome works -How people use the Earth's natural resources -the difference between renewable and non-renewable resources 	<p>Unit 3: What is the economy?</p> <ul style="list-style-type: none"> - economic activities and what they are like at different scales, from local to global -the ways in which jobs can be arranged into groups or sectors - the range of jobs people do and how jobs have changed over time -what trade is and how it has become global -how the UK economy has developed and how our links with the world have grown <p>Unit 4: What is weather and climate?</p> <ul style="list-style-type: none"> -concepts of weather and climate - elements that make up weather and climate - how is the weather measured? - how to distinguish between weather and climate? - how to read weather using a synoptic code 	<p>Unit 5: is the geography of Russia a curse or a benefit?</p> <ul style="list-style-type: none"> -Locate Russia -Identify key features of Russia's physical landscape, climate, environments, population distribution -understand the features and causes of a continental climate -understand how biomes are formed by the interaction of the Earth's spheres- taiga and Tundra <p>Unit 6: Why are rivers important?</p> <ul style="list-style-type: none"> -understand the water cycle -understand river processes- erosion, transportation and deposition -understand how river processes create landscapes -know how human and physical factors cause rivers to flood
	<u>Acquiring geographic information</u>	<u>Acquiring geographic information</u>	<u>Acquiring geographic information</u>

<p>Disciplinary knowledge - what skills can be linked to the unit complement</p>	<ul style="list-style-type: none"> - Use an atlas to locate and the world's continents and oceans - Use an atlas to locate and countries in Europe, North and South America - Begin to identify human and physical features of localities – Holderness, Southampton, Helvellyn, Seaford, Scarborough - investigating conditions, processes and interactions that explain features, distribution patterns, and changes over time and space -Researching how our understanding of the planet has evolved through time through exploration and a series of discoveries Competence in geographical enquiry and skills -Locate and describe places using latitude and longitude <p><u>Cartographic skills</u></p> <ul style="list-style-type: none"> - Demonstrate ability to use Ordnance Survey map skills, scale, grid references, height, direction, with aerial photos -Locate and name the world's continents and oceans Locate and name countries in Europe, North and South America -Compare OS map to aerial photo to analyse the location of an oil refinery <p><u>Graphical skills</u></p> <ul style="list-style-type: none"> -use data to draw a pie chart 	<ul style="list-style-type: none"> -Examine human and physical features of a locality- Scarborough -investigate the growth of manufacturing in China - analyse the impact of economic activities on the environment - conduct a survey in the class to find out the jobs done by family members - interpret synoptic code to analyse weather patterns - communicating how weather affects our daily lives -Investigating the role of the Met office including how weather is measured, recorded and forecast <p><u>Cartographic skills</u></p> <ul style="list-style-type: none"> -Comparing an OS map with an aerial photo to identify location factors for a car plant <p><u>Graphical skills</u></p> <ul style="list-style-type: none"> -use statistical data to draw a graph to show how the UK economy has evolved -presenting data from a survey as a bar chart -interpret and draw climate graphs for the UK and the world 	<ul style="list-style-type: none"> -Use GiS/GoogleEarth to investigate Russia -Geographical enquiry using a range of geographical data -Locate Russia and its surrounding countries -interpret geographical data to identify ways people respond to river flooding <p><u>Cartographic skills</u></p> <ul style="list-style-type: none"> -Interpret climate maps for Russia - Use atlas maps and photos to investigate Russia - Comparing an OS map with an aerial photo to identify river features and how people use rivers - Create a cross section of a river valley using geographical data from an OS map - investigate the long profile of the River Tees using data from ArcGIS <p><u>Graphical skills</u></p> <ul style="list-style-type: none"> -interpret and draw climate graphs for Russia
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<p>Key questions (What is the learning about?)</p>	<ul style="list-style-type: none"> -What is a geographer? -how has the knowledge of the world progressed over time? -what locational knowledge do you have of the world? - how can I locate things around the world? -why do we use OS maps to investigate places? How do OS maps show height, direction and slopes? -how can we use aerial photos with OS maps? - how do we use our planet as a natural resource? - what are rocks and how are they a natural resource? -why are soils the root of life? - how does the biosphere provide natural resources? -How does the hydrosphere provide natural resources? 	<ul style="list-style-type: none"> -What is the economy from local to global? -What is happening down on the farm? -why is manufacturing about choosing the right sight? -Why did Nissan locate in the UK ? -Why is the tertiary sector increasing? -How has containerisation accelerated globalisation? -What is weather and climate -how is the weather measured? - how to distinguish between weather and climate - how to read weather using a synoptic code? -What are clouds and why does it rain? -what are air pressures and anticyclones? 	<ul style="list-style-type: none"> -Where is Russia located? -what is Russia like? -the physical landscape, climate and natural environment -how Russia's physical geography has influenced its human geography -how important Russia is to the world?
<p>Assessment</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p>Progress check -</p> <p>End of term test -</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p>Progress check -</p> <p>End of term test -</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p>Progress check -</p> <p>End of term test -</p>
<p>Literacy (L), Numeracy (N), Oracy (O) opportunities</p>	<p>Oracy - Verbal tracker encouraging students to contribute in class discussions</p> <p>Literacy –</p> <ul style="list-style-type: none"> -Learning new geographic key terms - using the key terms when completing work 	<p>Oracy - Verbal tracker encouraging students to contribute in class discussions</p> <p>Literacy –</p> <ul style="list-style-type: none"> -Learning new geographic key terms - using the key terms when completing work 	<p>Oracy - Verbal tracker encouraging students to contribute in class discussions</p> <p>Literacy –</p> <ul style="list-style-type: none"> Learning new geographic key terms - using the key terms when completing work

	<ul style="list-style-type: none"> - using a textbook to understand information about a place or concept <p>Writing</p> <ul style="list-style-type: none"> -labelling tasks -writing PEEL paragraphs to show understanding of qualitative data -describe and compare photographs of locations <p>Numeracy</p> <ul style="list-style-type: none"> - 4 figure grid references - lines of longitude and latitude as well as learning coordinates -scale of a map -measuring contour line son a map -interpreting scale and distance -understanding height and direction -use data to draw a pie chart 	<ul style="list-style-type: none"> using a textbook to understand information about a place or concept <p>Writing</p> <ul style="list-style-type: none"> -labelling tasks -writing PEEL paragraphs to show understanding of qualitative data -describe and compare photographs of locations <p>Numeracy</p> <ul style="list-style-type: none"> –use statistical data to draw a graph to show how the UK economy has evolved -presenting data from a survey as a bar chart -interpret and draw climate graphs for the Uk and the world 	<ul style="list-style-type: none"> -using a textbook to understand information about a place or concept <p>Writing</p> <ul style="list-style-type: none"> -labelling tasks -writing PEEL paragraphs to show understanding of qualitative data -describe and compare photographs of locations - describe the different Biomes in Russia <p>Numeracy</p> <ul style="list-style-type: none"> -interpret and draw climate graphs for Russia -interpret and understand data on population of Russia -understand how population density is calculated
Cross Curricular Opportunities	<p>P.E - Orienteering</p> <p>Science- Natural sciences</p>	<p>Science- equipment and methods to measure the weather and condition of the atmosphere</p> <p>Citizenship- how to manage money</p> <p>Maths- what and how is money managed on national and global scale</p>	<p>Science- water cycle, earth processes such as erosion</p> <p>History- History of Russia</p>
Equality and Diversity	<p>Diverse representation used with slides presented to children.</p> <p>Diverse family composition.</p> <p>Intergenerational justice of the climate crisis</p>	<p>Diverse representation used with slides presented to children</p> <p>Identify and resolve misconceptions about poverty in different regions of the globe</p>	<p>Diverse representation used with slides presented to children.</p> <p>Identify and resolve any misconception about how people live in Russia</p>
SMSC / Character/ Careers/ Cultural Capital (personal development)	<p>Socially responsible</p> <ul style="list-style-type: none"> -studying people and places reducing misconceptions and stereotyping 	<p>Socially responsible</p> <ul style="list-style-type: none"> -democracy, how is our money spent nationally and the global impact of it 	<p>Socially responsible</p> <ul style="list-style-type: none"> - why the political situation in Russia is complicated <p>Careers</p>

	<p>- how we can use the natural resources responsibly</p> <p>Careers</p> <ul style="list-style-type: none"> • What is a geographer 	<p>Careers</p> <ul style="list-style-type: none"> • careers in politics • careers in economy • different job sectors 	<ul style="list-style-type: none"> • who looks after the rivers • careers with environmental agency's
<p>Super Curriculum (personal development)</p>	<p>Use of videos from a range of sources including:</p> <p>www.geography.org.uk/GA-Manifesto-for-geography</p> <p>www.originenergy.com.au/blog/what-is-electricity/</p> <p>www.nationalgrid.com/about-us/what-we-do</p> <p>www.itv.com/news/2017-04-21/britain-has-first-coal-free-day-since-industrial-revolution</p> <p>www.ordnancesurvey.co.uk/about/overview/what-we-do.html</p> <p>Using maps</p> <p>Digital GNSS- www.confluence.org</p> <p>ArcGIS https://esriukeducation.maps.arcgis.com/apps/MapSeries/index.html?appid=81acb6053269432bbab23a130cf3c844</p> <p>Fieldwork using maps and ipads to take photos</p>	<p>Investigation measuring and recording the weather</p> <p>Videos of the Nissan car plant</p> <p>www.youtube.com/watch?v=vgZr5R4ubsE</p> <p>www.youtube.com/watch?v=A-MujxflW8</p> <p>From cocoa to chocolate: the long journey of a great tasting product! [2 min 25 sec]: https://vimeo.com/121506041</p> <p>How chocolate is made: www.youtube.com/watch?v=fiMjr3Rwdjs</p> <p>BBC Bitesize What is Globalisation? www.bbc.co.uk/bitesize/topics/zfr4scw/articles/zkgnkmn</p> <p>World's largest container ship: Extract from this 10 min 20 sec video of drone footage of the OOCL Hong Kong: www.youtube.com/watch?v=MnWuIVA6sEg</p> <p>GPS tracking of the world's cargo ships: www.marinetraffic.com</p> <p>Met office – excellent public</p>	<p>Using ArcGIS and degree confluence website</p> <p>Russian youth view of Russia: www.bbc.co.uk/newsround/44821848</p> <p>BBC news report about living in the cold in Russia: www.bbc.co.uk/news/world-11875131 www.bbc.co.uk/news/in-pictures-41914876</p> <p>Use of time-lapse to show seasons: www.bbc.co.uk/programmes/p00485w8</p> <p>Video clip introduction to population distribution and density: www.youtube.com/watch?v=s9dFy6xBOBM</p> <p>Web-based Google Earth – currently only works within Chrome: https://earth.google.com/web</p> <p>This NOAA USA video clip shows how the sea ice of the Arctic is changing, opening up possibilities of exploiting resources and developing shipping routes in the region: www.youtube.com/watch?v=c6jX9</p>

		<p>information website with advice for people in dealing with the weather: www.metoffice.gov.uk/barometer/advice</p> <p>BBC Class clips – how much does a cloud weigh? www.bbc.co.uk/teach/class-clips-video/geography-ks4-gcse-how-much-does-a-cloud-weigh/ziq9wty</p> <p>Royal Geographical Society guidance on running a weather station: www.rgs.org/CMSPages/GetFile.aspx?nodeguid=8f25234b-acb5-44ec-b126-0cfd0b97250c&lang=en-GB</p>	<p>URzZWg</p> <p>Video about Russia's flawed geography: www.youtube.com/watch?v=v3C_5bsdQWg</p>
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