Curriculum Intent, Implementation and Impact 2019-20

Subject Geography

Year group: 7

Periods per fortnight: 2 (Homework is always set in week B)

INTENT:

The Geography department aims to inspire in pupils a **curiosity** and fascination about the world and its people that will remain with them for the rest of their lives. Teaching aims to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We will foster a love and **respect** for their environment so they can appreciate how their own actions impact their world. Our curriculum enables students to develop a sense of informed outward lookingness and provides an articulation for pupils own geographical perceptions and understandings as well as enabling students to be aware of their **emotional responses** to issues around them and be supported in **dealing with these**.

The curriculum we have chosen for this key stage aims to ensure that all pupils develop contextual knowledge of the location of globally significant places. We aim to instil a **fundamental awareness** not only of the rights but also of the responsibilities of people towards each other; widening the sphere of concern beyond the local and the national and understanding global connections to. We believe it is important for pupils to understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Our curriculum will enable all to be **confident** in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. We have designed the curriculum so that students have the opportunity to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Furthermore, pupils have occasions to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. The knowledge gained and the skills honed will open up a wealth of opportunities to suit all **ambitions**.

IMPLEMENTATION:

Term	**Topics studied** Add dates and any assessments included	**Extended learning opportunities** (homework, controlled assessments, field work, trips etc.)	**How parents could support students**
Autumn Term 14 weeks	**<u>Introduction to Geography</u>** <u>Key Questions:</u> What is a Geographer? How has our knowledge of the world changed over time? What is the future for the Planet? A Geographer's view. <u>Extended writing practice:</u> Explain how mapping the world today has become much more detailed, accurate and readily available to people than before. **<u>Map Skills</u>** <u>Key Questions:</u> What locational knowledge do you have of the world?	**<u>Introduction to Geography</u>** Homework outline: 1) Geography in the news. 2) Buckingham then and now. 3) How should Buckingham develop in the future? **<u>Map Skills</u>** Homework outline: 1) Mapping your journey to school 2) OS map work. 3) Google Earth investigation into the local area. 4) Aerial Africa investigation <u>Fieldwork/trip outline:</u>	**<u>Introduction to Geography</u>** Sign up to all Google Classrooms. If you are on Twitter follow the Geography department for regular updates and suggestions. **<u>Map Skills</u>** Geocaching is a great activity that can be done as a family. Download the free app and see how many caches are local to you.

	How can we locate places 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 you investigate a locality by conducting fieldwork? What is the physical landscape of Africa? What is a Geographer? Review <u>Extended writing practice:</u> Compare and contrast the side of the world's continents and oceans. Use evidence from maps to describe how landscapes are different. Data analysis, evaluation and conclusions. <u>Assessment focus:</u> Students will be given an unseen map and a variety of questions that assess students' knowledge and understand of maps but also their skill of interpreting maps.	Students will investigate the school and the local area. They will draw accurate maps of the "morning mile" as well as additional opportunities to explore and map parts of Buckingham.	
Spring Term 12 weeks	**<u>Tectonics</u>** <u>Key Questions:</u> Can we ever know enough about earthquakes and volcanoes to live safely? Do continents fit together like jigsaw pieces? Where are the world's earthquakes, volcanoes and mountain belts? What is happening beneath our feet? What happens at plate boundaries? What do we know about earthquakes? Can people manage risk living in earthquake zones? What do we know about volcanoes? Can people manage risk living near a volcano? Can we ever know enough about earthquakes and volcanoes to live safely? What is a Geographer? Review <u>Extended writing practice:</u> Why is it important that we study these events and understand where and why they occur? Analyse evidence of Alfred Wegener's theory. Describing the pattern of earthquakes, volcanoes and mountain belts. Explain how the earth is structured and what processes are taking place beneath our feet.	**<u>Tectonics</u>** <u>Homework outline:</u> 1Map of tectonic plates and summarises the differences between constructive, destructive and conservative plate margins and what occurs at each. 2 Complete a newspaper article about a given earthquake. 3 flow chart to show why the effects may be more devastating in a LIC than a HIC. 4 Reducing the risk: monitoring, prediction, protection and planning 4 Hawaiian hotspot: research and questions. 6 Model volcano competition with cross section. **<u>STEM project outline:</u>** STEM (science, technology, engineering and maths) Ambassadors are volunteers from a broad range of jobs and backgrounds who are passionate about inspiring young people to pursue STEM studies and careers. There are over 30000 of them in total, across all the STEM disciplines. The scheme is run by STEM Learning. These ambassadors will visit the school and deliver a session to our students. **<u>Interleaving opportunities</u>** Using an atlas find the latitude and longitude of the 2017 eruption of Volcan de Fuego and the 2011 earthquake in Van, Turkey. Use an atlas/map to find locations of plate boundaries.	**<u>Tectonics</u>** Watch the news for reports of earthquakes or volcanic eruptions. Research British earthquakes. Climbing UK mountains is a great activity and talking about how mountains are formed would be really useful to ensure deep understanding of tectonics.

	Case studies Earthquakes: San Francisco and Nepal Case studies volcanoes: Montserrat, Tokyo. <u>Assessment focus:</u> *PART A:* A decision making task regarding a "danger zone." Students will have read information regarding a tectonic issue and produce a report that showcases their knowledge and understanding of tectonics as well as being critical thinkers and developing arguments. *PART B:* Students will be given an unseen map and a variety of questions that assess students' knowledge and understand of maps but also their skill of interpreting maps.	Use an atlas/map to describe distribution of earthquakes, volcanoes and mountains.	
Summer Term 12 weeks	**<u>Weather and Climate</u>** <u>Key Questions:</u> What is weather and climate? How do we measure weather? How can weather data be recorded and presented? What are clouds and why does it rain? What are air pressure and anti-cyclones? What are depressions and how do they affect our weather? How do I conduct a weather enquiry? What is the climate of the UK? How does climate vary across the world? What is a Geographer? Review <u>Extended writing practice:</u> Data analysis, evaluation and conclusions. Explain why weather forecasts are particularly important for certain careers. Compare and contrasting weather charts and drawing conclusions. Explain how pressure, rainfall, cloud cover and cloud type change with the passage of a depression. Explain why the eastern side of the UK is drier than the west. <u>Assessment focus:</u> *PART A:* Fieldwork enquiry where learners produce a written report, to include evidence of their understanding of the enquiry process and their independent ability to process/present data and complete extended writing. *PART B:* Students will be given an unseen map and a variety of questions that assess students' knowledge and understand of maps but also their skill of interpreting	**<u>Weather</u>** Homework outline: 1) Weather log 2) Recording and presenting weather data. 3) Weather report script for different regions. 4) Geographical drawings of clouds 5) Write up of individual weather enquiry. 6) Revision <u>Fieldwork outline:</u> Students will design and create their own equipment for an investigation into weather and climate. This will take place in school and students will present their findings. **<u>Interleaving opportunities</u>** Setting fieldwork hypotheses, writing methodologies, data presentations, data analysis and conclusions. Study maps to describe the distribution of average temperatures and rainfall across the UK. Using a map and atlas draw conclusions about the distribution of rainfall in highland and lowland areas. Knowing locations of countries across the world to judge climate distribution.	**<u>Weather</u>** Creating and logging weather at home. Watching the weather forecasts and noting inaccuracies and why these might occur. Download the free Met Office app for regular updates. If travelling discuss the differences in weather and climate in those locations, ask children to explain these differences.

	maps. This will also include elements of the tectonics unit they have studied.		

Wider reading opportunities:

https://www.sciencedaily.com/releases/2019/06/190619130315.htm
https://www.theguardian.com/science/geography
https://www.rgs.org/geography/news/
https://www.independent.co.uk/topic/Geography
https://www.nationalgeographic.com/latest-stories/
https://www.trtworld.com/news/physical-geography
https://www.rgs.org/geography/choose-geography/careers/

IMPACT:

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study. Pupils will be judged on their world knowledge, geographical knowledge, geographical skills and geographical literacy, as well as the 7 school values as highlighted in our intention statement.