

## Curriculum Intent, Implementation and Impact 2020-21

Subject: Geography

Year group: 7

Periods per fortnight: 2

### INTENT:

Geography education within the Buckingham School aims to equip students with the knowledge and skills to be successful global citizens. Our curriculum is not about students leaving with a long list of facts about the world; we want our students to appreciate the ever-evolving nature of Geography as an academic discipline. Through our sequences of learning experiences, students will steadily work out how the world works and how it can and will change in the future. Students will learn about places that are outside of their own experience, they will develop their understanding of the world's diversity of environments, peoples, cultures and economies. Students will develop a global 'open mindedness' so that they can challenge stereotypes and understand the fluidity of key ideas and concepts. In their lessons, students will view the world objectively and go beyond their everyday experience. Students will be encouraged to develop a deep and descriptive conceptual world knowledge that enables them to explain relationships in both the natural and human realms. Students will then utilize the knowledge and be equipped with the tools to think through alternative social, economic and environmental futures for a range of places.

### IMPLEMENTATION:

Term	Topics studied	Additional information	How parents could support students?
Term 1	<p><b>Introduction to Geography</b> Key Questions 1 Introduction to Geography. Outline expectations and assess prior learning</p> <p><b>Baseline assessment</b></p> <p><b>Map Skills</b> <b>Key Questions:</b> 1 To be able to use 4 figure grid references on a map 2 To be able to use 6 figure grid references on a map 3 To be able to explain why we use scale on a map 4 To be able to measure distances on a map 5 To understand contour lines 6 To be able to understand map symbols 7 To be able to locate using Longitude and Latitude 8 Unit Assessment 9 Create 'Hand Map'</p>	<p><b>Introduction to Geography</b> Homework outline: 1 Passport to Geography</p> <p><b>To assess prior learning.</b> Students will receive feedback, showing areas to develop</p> <p><b>Map Skills HW</b> 1 Show understanding of use of Compass points 2 Complete a scale drawing 3 Prepare for making a Contour model 4 Revise for Assessment</p>	<p><b>Introduction to Geography</b> Talk about what Geography means to you. Think about where people live, issues that are in the news. The physical features of the world around us.</p> <p><b>Map Skills</b> Talk about how you use maps in everyday life, e.g. sat nav., mapping exercise. Why we might want to know the orientation of a house in relation to the sun, e.g. sunny gardens. How we can use 2d maps to create 3d visions of the landscape. If we are walking, contour lines can tell us what to expect in terms of steep inclines etc.</p>

<p><b>Term 2</b></p>	<p><b>Explore Britain</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1 What is Great Britain –to understand the difference between Britain and the UK</li> <li>2 Physical geography landscapes – to explore the physical landscapes</li> <li>3 UK Climate – to understand the factors that affect the UK</li> <li>4 Industry in Britain – to understand the employment sectors in Britain</li> <li>5 UK Cities – to understand where we live and to use key skills</li> <li>6 Inequality and migration – to understand the history of Britain and immigration</li> </ol> <p><b>Settlements</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1 Types of settlements</li> <li>2 Land use in the UK</li> <li>3 Pressure on settlements</li> <li>4 Land use in the UK</li> </ol>	<p><b>Explore Britain HW</b></p> <ol style="list-style-type: none"> <li>1 Complete the picture map of the UK</li> <li>2 Complete the work book on Industry</li> <li>3 Research a group that migrated to Britain</li> </ol> <p><b>Settlements Homework</b></p> <ol style="list-style-type: none"> <li>1 Create an Infographic of a settlement's features</li> <li>2 Settlement top trumps</li> </ol> <p>Assessment Focus To recall Mapping learning from T1. To show learning of Britain and how and where we live, including the pressures providing services.</p>	<p><b>Explore Britain &amp; Settlements</b></p> <p>Discuss issues such as Brexit, where people live in Britain, how the weather impacts our lives, jobs that are available. Think about our local area; can we house all our families? Can we provide adequate housing, Health care and Education? Comment on issues in the news, encourage students to read newspapers</p>
<p><b>Term 3</b></p>	<p><b><u>Tectonics Volcanoes &amp; Earthquakes</u></b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1 The Earth's structure</li> <li>2 Plate tectonics</li> <li>3 Volcanoes</li> <li>4 Monserrat</li> <li>5 Monserrat decision making exercise, interactive event</li> <li>6 Earthquake's &amp; Tsunamis 1</li> <li>7 Earthquake's &amp; Tsunamis 2</li> <li>8 Using technology to save lives</li> </ol>	<p><b>Tectonics HW</b></p> <ol style="list-style-type: none"> <li>1 Research tectonic plates and label a diagrams</li> <li>2 Prepare a factsheet on a tectonic event</li> <li>3 Create a fact file to show how technology can protect against the impact of a tectonic event</li> </ol> <p><b>Assessment focus:</b> To recall mapping skills from Term, Mapping Skills. To recall learning from T2; Britain's physical and human landscape, plus the pressure on land use in the UK. To ensure students are secure in tectonic knowledge</p>	<p><b>Tectonics</b></p> <p>Be aware of Hazard events that occur in the world. Discuss the scale of the event, what has been done to help people involved. Revisit over time to see how life is improving for people in the area. Consider why that is</p>

## **IMPACT:**

Students will complete the year having developed key skills, including mapping, graphs and data interpretation. They will have developed understanding of the country we live in and to consider the power of natural forces at work. They will have developed both individual and collaborative learning techniques and gained experience of assessment in a supportive environment. Through all stages students will be encouraged to ask questions and to guide their own enquiry and curiosity.

## **Recommended Reading:**

KS3 Geography Recommended Reading

Geography KS3 Workbook 1 Units 1-5

Geography KS3 Workbook 2 Units 6-10

Geography KS3 Workbook 3 Units 11-15

Newspapers, on line or in hand

Daily news, current affairs programmes

Around the World in 80 days – TV Michael Palin

Plant Earth

The Blue Planet

@TBSGeoggers – our Department Twitter feed. Parents can follow us and catch up on 'five minute reads' (short articles that are an excellent source of information and debate starters)