

KESTEVEN AND SLEAFORD HIGH SCHOOL

Geography Scheme of Learning

Year 7 – Term 1/Unit 1/Journey around the world and the UK

Intent – Rationale

The intent of this unit is to make students aware of what 'Geography' as a subject is all about. They learn about the different aspects of Geography. i.e. physical, human and environmental Geography and the links between them. This unit also teaches/reinforces students' locational knowledge of the continents, oceans and countries. The intent is also to develop locational knowledge of places and regions within the UK. We intend to also instil an appreciation of cultural diversity in the UK with students considering how that diversity impacts on their lives

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none">• KS1 – name and locate seven continents and five oceans• KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom• KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans• KS2 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)• KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian	<ul style="list-style-type: none">• ALL YEAR GROUPS/ KEY STAGES – knowledge of the location of continents, countries and oceans is important for all topics studied in Geography lessons. The application of graphical skills including line graph drawing and pie chart drawing is revisited later on in the key stages.• GCSE – Topic -Physical landscapes of the UK including rivers• Y8 – Population and migration to the UK – economic migration from Europe – causes and impacts• Y9 – Africa topic – migration to the UK from Africa• Y10 – Urban change in the UK – the impact of migration on Birmingham

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What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • PSHE – cultural diversity 	SMSC - SP1, SP2, SO3, C1, C2 British values - BV4, BV5 Careers – h (IT and computing skills)
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
From the Library: <i>Horrible Geography Series-910</i> <i>Biomes Atlases-910</i> <i>The Kingfisher World Atlas-912</i> <i>Heinmann Geography-910</i>	<ul style="list-style-type: none"> • Bar chart drawing – lesson 4 • Calculating difference in mountain heights – lesson 7 • Drawing a timeline – lesson 8 • Drawing, describing and comparing pie charts - lesson 9

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Geography Scheme of Learning

Year 7– Term 1

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

The importance of Geography and why we study it
The location of continents, oceans and some countries in the world
The location of Europe and some countries in Europe
The nations in the UK, their capital cities and regions

Apply

Knowledge of different 'types' of Geography to classify topics
Knowledge of map interpretation to identify mountains and rivers on a satellite image
Researched information about places in the UK to annotate a map showing the route from Land's End to John O'Groats
Knowledge of graph drawing to draw a timeline to show immigration to the UK
Knowledge of interpreting pie charts to describe a pie chart showing birthplaces of students in the class

Extend

Compare pie chart of birth places of students in the class with classes of students in Birmingham and Devon using comparative terminology
Predict how the pie chart showing birthplace of students may change in the future

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What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Physical Geography, Human Geography, Environmental Geography, continent, country, ocean, region, nation, satellite image, population, immigrant, descendant, ethnic group, cultural diversity, relief.	<p>Assessment will take 3 main forms:</p> <ul style="list-style-type: none"> • In starters, plenaries and during the lessons – formative assessment to reinforce prior knowledge e.g. word searches, bingo, memory recall, definition matches etc. • For homeworks - tasks that require students to research new knowledge (e.g. map annotation of John O’Groats to Land’s End) or apply existing knowledge to extended answers. • Summative assessments: multiple-choice, one mark answers, extended answers in test or exam conditions as end-of-unit tests <p>Key word meaning and spelling tests are included as part of the focus on building a knowledge bank of geographical vocabulary.</p>

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1) Knowing what Geography is all about and why is it important to study	Can I describe what the study of Geography is all about?	Can I explain why studying Geography is important today?	Powerpoint 1 Geog. 1 4 th Edition pages 20-21

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2)Locational knowledge of continents, oceans and seas	Can I recognise and name continents, countries and oceans on a world map?	Can I locate continents, countries and oceans on a world map?	Powerpoint 2 https://www.youtube.com/watch?v=x88Z5txBc7w Blank world map Atlases
3)Locational knowledge of Europe and its physical geography	Can I locate Europe on a map and identify European countries?	Can I label countries and capital cities on a map of Europe?	Powerpoint 3 https://www.youtube.com/watch?v=qeCY54rFXCk Atlas Europe map and Europe quiz resources
4)Knowledge of the countries of the British Isles and nations of the United Kingdom	Can I identify nations of the UK and know their capital cities?	Can I identify regions and counties in my local area?	Powerpoint 4 Countries and capitals sheet – ask SL Homework sheet – Lincolnshire. Ask SL
5)Out and about in the UK	Can I recognise a range of distinctive places in the UK?	Can I interpret description and use map evidence to locate a range of places in the UK?	Powerpoint 5 Images of places to be printed off powerpoint Definition of places
6)John O’Groats to Land’s End – characteristics of landscapes and features	Can I create an annotated map to describe distinctive places between Land’s End and John O’Groats?	Can I demonstrate further knowledge of distinctive places through independent research?	Powerpoint 6 – BOOK IT ROOM
7)UK’s Physical landscapes; Mountains and rivers	Can I explain how to read height on a map in the atlas using colour shading?	Can I interpret a satellite image to identify mountains and rivers on an atlas map of the UK?	Powerpoint 7 Atlas Geog.1 4 th edition, pages 46-47
8)The people of the UK: A diverse country	Can I describe how the UK population has changed over time	Can I discuss how a culturally diverse society can impact on my life?	Powerpoint 8 Geog. 2 4 th edition. Pages 52-52 KS3 (Ross) page79

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9) Where have my class come from?	Can I describe a pie chart to show where students in my class were born?	Can I compare my class pie chart with pie charts in Birmingham and Devon?	Powerpoint 9
END OF TOPIC TEST			End of unit test - key terms and location of countries, continents and oceans