



CURIOSITY

COMPASSION

Curriculum overview

COURAGE



| Subject | Geography | Year group | 7 |
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| Vision statement: | <p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p> | | |
| Curriculum intent: | <p>Our aim in the Geography department is to teach our students to analyse and evaluate the processes that are happening in our world. Students will develop an understanding of the physical and human aspects of the world as well as developing an understanding of how these two aspects interact with each other and how this interaction is changing within modern life. Through our curriculum, we also aim to develop their Geographical, numeracy, literacy, fieldwork and analytical skills.</p> <p>Our Geography Curriculum aims to be</p> <ul style="list-style-type: none"> ambitious for all students Planned to develop and build on knowledge Adapted and designed to allow all students to access the content broad and balanced with looking at all aspects of the geography curriculum | | |
| Threshold Concepts (TCs): | <ol style="list-style-type: none"> A LFAT Geographer will understand the concepts of place and space and how they are constructed A LFAT Geographer understands that there are numerous natural and human processes that explain the phenomenon's that are happening on Earth A LFAT Geographer understands that there are numerous natural and human patterns and distributions found on Earth and these are not random A LFAT Geographer understands that there are interactions between different concepts and they are interdependent on each other A LFAT Geographer understands that the Earth does not stay and is consistently changing. For example, cities grow in size, and climate can change. A LFAT Geographer understands that it is important to understand that a range of perspectives exist on an issue A LFAT Geographer understands that sustainability (Social, economic and environmental) is a key concept in a range of areas in Geography. A LFAT Geographer will recognise and understand scale and how processes and patterns can differ at different scales A LFAT Geographer is able to use evidence (primary and secondary) to present, interpret and evaluate information | | |
| KS2 National Curriculum summary: | <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> | | |



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| | <p>Locational knowledge</p> <ul style="list-style-type: none">- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities- 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), and land-use patterns; and understand how some of these aspects have changed over time- 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 and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none">- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none">- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
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| Learner skills: | Critical thinking  CRITICAL THINKING | Organisation  ORGANISATION | Collaboration  COLLABORATION | Adaptability  ADAPTABILITY | Oracy  ORACY | Self-quizzing  SELF QUIZZING |
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| | Term 1 Aug-Oct | Term 2 Nov-Dec | Term 3 Jan-Feb | Term 4 Mar-Apr | Term 5 Apr-May | Term 6 Jun-Jul |
| The Big Question | What is Geography? (Year 7) | | | | | |



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| Big picture questions: | How to read maps? | How does our water on the land work? | Where is our Global Population? | How important is the Tourism Industry? | What is happening in Tamworth? |
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| Content (Key questions Linked to TCs): | <p>To understand the different types of Geography T1</p> <p>To understand what maps tell us T1, T9</p> <ul style="list-style-type: none"> • Continents and Oceans • Countries and cities of the UK • How to read OS Maps • Grid referencing • Scale • Direction • Distance • Relief | <p>To understand the Water cycle T2 T3</p> <p>To understand the features of a river and how the river changes downstream T2</p> <p>To understand the different processes of Erosion and how that creates landforms T2, T4 T5</p> <p>To understand how erosion and deposition creates a landform in the middle course T2 T4 T5</p> <p>To understand the causes of Flooding T4</p> <p>To understand the consequences of Flooding in the UK and Bangladesh T1, T6 T8 T9</p> <p>To evaluate Management of flooding T6 T7</p> | <p>To understand the Factors that affect Population T2</p> <p>To understand the DTM Model T2</p> <p>To understand Population structure s T2 T9</p> <p>To understand Global population distributions T3</p> <p>To understand the impacts of overpopulation T2 T7</p> <p>To evaluate strategies to deal with overpopulation T1, T2, T6, T8</p> <p>To understand the UK ageing population T1, T2, T6</p> <p>To evalaute strategies to deal with an ageing population T6 T9</p> <p>How does migration effect a country (Ukraine/ Russia)</p> | <p>What is Tourism T2 T3</p> <p>Why is Tourism important T2 T6</p> <p>To understand that tourism bring positives and NegativesT2 T6</p> <p>Tourism in the UK and its importance to our economy T2 T4</p> <p>What is Dark Tourism T2 T6</p> <p>What is Eco-tourism T7</p> | <p>What is the location of Tamworth T1 T8</p> <p>What is the physical features of Tamworth T2</p> <p>What is the population like in Tamworth T2</p> <p>How does Tourism affect Tamworth (Fieldwork) T2 T6 T9</p> |
| Vocabulary Instruction: | Physical and human Geography, Continent, OS maps, grid referencing, longitude and latitude, direction, spot height, contour, layer shading, scale. | Mouth, Source, Upper, middle and lower course, Evaporation Erosion, Hydraulic action, Precipitation, deposition, Primary data, Secondary data, Hard and soft engineering, flooding. | Birth rate, death rate, life expectancy, Natural increase, overpopulation, optimum population, under population, DTM model, Population structure, strategies | Tourism, Dark Tourism, Eco-tourism, multiplier effect, | Tourism, location, population, census data, Rivers, Fieldwork, Methodology, conclusion, evaluation |
| Assessment: | Retrieval Quizzes End of Topic Test | Retrieval Quizzes End of Topic Test Summative Assessment 1:- Dec/Jan | Retrieval Quizzes End of Topic Test | Retrieval Quizzes End of Topic Test | Retrieval Quizzes End of Topic Test Summative Assessment 2:- June |



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| Key/Historical misconceptions in this unit: | What are Map skills 4 and 6 figure grid references | All rivers work the same. Rivers are the same down as they flow down the course | All countries have the same populations, The UK is over populated and Population is evenly spread out. | New topic Tourism bring positive impacts to a place. There is only one type of tourism. | What is fieldwork, How do we write up our findings |
| Sequencing: | <p>We have chosen to sequence the year 7 curriculum like this because...</p> <p>We start with a 'How to read maps' topic that will cover a lot of skills from the KS2 curriculum, this allows us to conduct a baseline assessment on students and make sure that students have a good standard of key skills needed for their Geography career (primary schools vary in Geography provision). We then move onto our first water theme topic – 'How does our water on the land work', students will have looked at rivers in KS2 so this bridges into KS3. We look at river systems in more detail and introduce case studies to students around flooding and management. We then move onto our first human topic – 'Where is our Global Population', this allows students to understand global population and where we are located as well as issues facing us. This connects to the Water topic as students understand that water is a vital reason for population distribution but it also allows them to understand the future human topics such as Urbanisation/development. The next topic is our Landscape topic 'How important is the Tourism industry', this is a new topic that allows us to look at this industry and its importance to the UK and global economy. This allows them to understand how eco-tourism can be a strategy in future topics such as Eco-systems. We finish the year with an overarching topic that connects the year 7 units. This is our local study – 'what is happening in Tamworth', we will complete a study of Tamworth including field work. The students will write up their findings in order to practise geographical skills but brings back learning from the previous topics such as population and tourism.</p> <p>All topics link to the KS3 National Curriculum</p> | | | | |
| Values | <p>These schemes of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion – Investigating different places around the UK and the world. Understanding different cultures and perspectives on a variety of issues. We will also be looking at in-depth Case studies</p> <p>Curiosity – Exploring new places around the world. Considering global issues and how we can sustainably manage them</p> <p>Courage – Using new terminology and applying that to new contexts. Demonstrating excellent work ethic and contributions to</p> | | | | |
| National Curriculum plus: | <p>In addition to teaching the statutory elements of the national curriculum, we also include</p> <p>Tourism is an addition. This helps students understand their local area as well as the issues found within it as well as giving the students the opportunity to look at a range of countries outside the National Curriculum.</p> <p>Local study gives the students the ability to complete a fieldwork study that is linked to the previous topics</p> | | | | |