

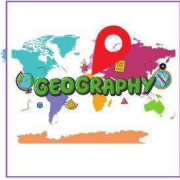
# What is geography?



Y7: HT1

<p><b>Why this?</b></p>	<p>Students will develop an understanding of how geography can be studied through the different lenses of human, physical and environmental. They will do this primarily through maps and localised fieldwork within school, as well as through imagery and culture from other countries. This will also help them develop their geographical map skills, through practicing grid references and plotting Ordnance Survey map symbols.</p>
<p><b>Why now? What are we building on?</b></p>	<p>At the start of KS3, it is important that students' knowledge of geography is standardized from their KS2 knowledge. This is initially done through exploring what students already know from KS2 as a 'knowledge dump' and expanding upon this throughout the module. This introduction to the subject explores the different types of geography, where geography can take them in the future and builds on their expected national curriculum knowledge from KS1 and KS2 of their local area of Leeds and some aspects of the wider world. They explore this through the use of maps, imagery and culture from different places around the world. This will help them build on their thoughts and feelings about the world, as well as how they perceive places within school and Leeds.</p>

Key Vocabulary	Sources Or content	Create Independent learning	Knowledge	Skills	Links to other curriculum areas?	Links to Primary/ national curriculum?
Environmental geography Ordnance Survey (OS) Antarctica Oceania Europe Asia Volcano Colonisation Relief	Ordnance Survey (OS) Google Maps	Creating their own map In-school fieldwork (emotional mapping fieldwork)	OS map symbols Local locational knowledge – location of school, Alwoodley, Leeds Names of 7 continents and 5 oceans	Map reading skills – understanding how to find places, using symbols Grid references – reading/plotting 4 and 6 figure GR Locational knowledge retrieval – where Leeds is in the UK, UK capital cities Mental mapping – developing sense of place Use of OS map symbols – plotting on a map, adding to a map Atlas skills Compass skills – reading and using a compass Fieldwork skills – plotting a map	<b>RSHE – understanding emotions, resilience, transition into secondary school</b> <b>History – local history of Leeds</b>	Locational knowledge Different types/strands of geography (physical, environmental, human) Compass skills – reading direction on a compass Fieldwork skills Plotting and reading 4 and 6 figure grid references Atlas skills – using an atlas to find locations
<b>Diversity and Personal Development</b>						
Exploring local/world cultures – images of countries in each continent, music from different countries across each continent, languages across each continent. How these are represented in local culture, e.g. polish/international stores, Jamaican culture in Leeds Completing independent work – planning and completing independent emotional mapping fieldwork.						



# What is geography?



Y7: HT1

<b>Common misconceptions</b>	<p>How to read 4 and 6 figure grid references</p> <p>'Africa is a country'</p> <p>Spellings of continents</p> <p>What is a continent</p>
------------------------------	--

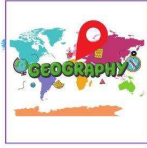
What will I have learnt at the end of this unit?	What is the assessment of this learning? <b>SUMMATIVE</b>	What assessments are their for learning? <b>FORMATIVE</b>
<p>An understanding of the different types/strands of geography</p> <p>How to give 4 and 6 figure grid references</p> <p>How to confidently read a map</p> <p>The 7 continents and 5 oceans</p> <p>The capitals of the UK countries</p> <p>Where Leeds is in the UK</p> <p>How to confidently use an atlas</p>	<p>End of unit assessment:</p> <p>practicing 4 and 6 figure grid references</p> <p>naming and locating continents and oceans</p> <p>Use of geographical direction</p>	<p>Spelling test as main activity through peer marking in purple pen</p> <p>Definition match ups as starters</p>

<p><b>What subject knowledge and skills will I have the opportunity to remember, revisit and develop? (from when)</b></p> <p>Locational knowledge – KS1 and KS2</p> <p>Map skills – KS1 and KS2</p> <p>Atlas skills – KS1 and KS2</p>
---

<p><b>Opportunities to develop knowledge outside the classroom</b></p> <p>Emotional mapping fieldwork</p>
---

Concepts explored	Opportunities for Oracy	Careers in the curriculum
<p>Human/physical/environmental geography</p> <p>Culture across the world</p>	<p>'Read like a geographer' resource</p>	<p>Cartography</p> <p>Town planning</p>

<p><b>Opportunities to experience 'geography' in action?</b></p> <p>Videos/imagery from different countries</p> <p>Using an atlas</p>
---



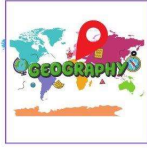
# What is the UK like?



Y7: HT2

<b>Why this?</b>	Students will develop their locational knowledge of the UK, including the capital cities of each 4 countries that make up the UK. They consider the regional differences between different parts of the UK, as well as where Leeds is. They also explore the differences in human and physical geography across the UK.
<b>Why now?</b> <b>What are we building on?</b>	Students will have previously studied the UK and their local geography across KS1 and KS2. This topic will allow students to reinforce their knowledge and address any misconceptions about the location of important UK cities, as well as practicing their overall map reading skills including reading and plotting 4 and 6 figure grid references.

Key Vocabulary	Sources Or content	Create Independent learning	Knowledge	Skills	Links to other curriculum areas?	Links to Primary national curriculum?
Relief Human geography Environmental geography Physical geography United Kingdom British Isles Great Britain	OS Atlas Google maps	Creating a layered physical and human geography map of the UK	OS map symbols Local locational knowledge – location of school, Alwoodley, Leeds Global location knowledge – location of continents, some countries within each continent, location of oceans, Types/strands of geography – physical, human, environmental and the difference between each type. <b>UK countries knowledge – location of England, Scotland, Wales, Northern Ireland</b>	Map reading skills – understanding how to find places, using symbols Grid references – reading/plotting 4 and 6 figure GR Locational knowledge retrieval – where Leeds is in the UK, UK capital cities Mental mapping – developing sense of place Use of OS map symbols – plotting on a map, adding to a map Atlas skills Compass skills – reading and using a compass Fieldwork skills – plotting a map <b>Creating a layered map to show physical and human geography of the UK</b>	<b>RSHE – culture</b> <b>History – local history of Leeds</b>	Locational knowledge Different types/strands of geography Compass skills – reading direction on a compass Fieldwork skills – how to complete a fieldwork investigation in geography Plotting and reading 4 and 6 figure grid references Atlas skills – using an atlas to find locations
<b>Diversity and Personal Development</b>						
Exploring local/world cultures and influences in the UK Completing independent work						



# What is the UK like?



Y7: HT2

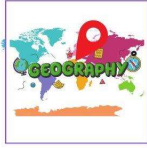
<b>Common misconceptions</b>	The UK is just England Northern Ireland is the same as the Republic of Ireland Location of Leeds Location of London
------------------------------	--

<b>What will I have learnt at the end of this unit?</b>	<b>What is the assessment of this learning? SUMMATIVE</b>	<b>What assessments are their for learning? FORMATIVE</b>
The 4 capital cities across the UK The difference between the UK/British Isles/Great Britain	Mini test: Use of geographical direction Capitals of UK countries	Creating a human/physical geography map of the UK

<b>What subject knowledge and skills will I have the opportunity to remember, revisit and develop? (from when)</b>  Locational knowledge – KS1 and KS2 Map skills – KS1 and KS2 Atlas skills – KS1 and KS2
--

<b>Concepts explored</b>	<b>Opportunities for Oracy</b>	<b>Careers in the curriculum</b>
Human/physical geography of the UK	Read like a geographer	Cartography Town planning

<b>Opportunities to develop knowledge outside the classroom</b>  <b>Visiting other parts of the UK</b>
<b>Opportunities to experience 'geography' in action?</b>  <b>Atlas</b> <b>Video/imagery of different parts of UK</b>



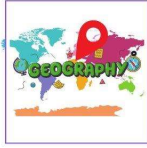
# What is weather and climate?



Y8: HT1

<b>Why this?</b>	Weather and climate are key concepts that can become misconceptions, so students will explore the differences through fieldwork. This is one of the most visible and accessible aspects of geography that students encounter every day of their lives.
<b>Why now?</b> <b>What are we building on?</b>	Students will have previously explored extreme versions of environments, such as hot and cold deserts, so this will help solidify their knowledge of localized climates. They will complete fieldwork investigating a microclimate in school and compare how different this is to other parts of school. They will also strengthen their knowledge of the UK and how different parts experience different climates, which can later be linked to development.

Key Vocabulary	Sources Or content	Create Independent learning	Knowledge	Skills	Links to other curriculum areas?	Links to Primary national curriculum?
Weather Climate Microclimate Anemometer Stephenson box Thermometer Relief Frontal Convectional Precipitation Temperature	Met office	Independent report writing after fieldwork Use of fieldwork equipment	Local locational knowledge – location of school, Alwoodley, Leeds UK locational knowledge – England, Scotland, Wales, Northern Ireland. Regional differences in weather. <b>Types of weather</b> <b>Types of climate – difference between weather and climate</b> <b>Types of clouds</b> <b>Factors that influence climate</b>	Mental mapping Compass skills – how to read compass directions Fieldwork skills – how to read compass directions, <b>how to use fieldwork equipment (anemometer)</b> <b>Weather symbols – reading and plotting weather symbols used in forecasts</b>	<b>RSHE/resilience – working as a team</b>	Locational knowledge – location of school, Alwoodley, Leeds Different types/strands of geography – physical, human, environmental Compass skills – reading compass directions Fieldwork skills – how to conduct an investigation in geography
<b>Diversity and Personal Development</b>						
Completing fieldwork as a team						

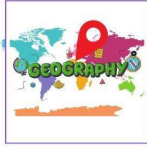


# What is weather and climate?



Y8: HT1

<b>Common misconceptions</b>	Weather and climate are the same Types of clouds How the weather is measured – instruments used, how a forecast is done and presented.		
<b>What will I have learnt at the end of this unit?</b>	<b>What is the assessment of this learning?</b> <b>SUMMATIVE</b>	<b>What assessments are their for learning?</b> <b>FORMATIVE</b>	<b>What subject knowledge and skills will I have the opportunity to remember, revisit and develop? (from when)</b>
The differences between weather and climate How to measure the weather How to use fieldwork equipment	Fieldwork investigation report completed at end of topic	Key word and definition match ups Kahoot quizzes on different weather instruments	Fieldwork skills – KS1 and KS2 Physical geography – Y7 Human geography – Y7
<b>Concepts explored</b>	<b>Opportunities for Oracy</b>	<b>Careers in the curriculum</b>	<b>Opportunities to develop knowledge outside the classroom</b>
Weather and climate How to conduct fieldwork	Read like a geographer	Meteorologist Climatologist Weather reporter	<b>Opportunities to experience 'geography' in action?</b>  Fieldwork Watching weather reports



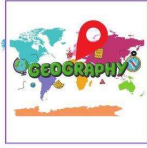
# What is development?



Y8: HT2

<b>Why this?</b>	Development is a challenging concept that reinforces much of what students already know about the world. This builds on knowledge from KS1-3 and is a key idea for helping students think more 'like a geographer'. They also consider concepts such as colonialism and how the world has been shaped over time, as well as the impacts this has on the future.
<b>Why now? What are we building on?</b>	Students have previously studied population and how that has changed over time across the world. This topic will allow students to build on this knowledge and extended it further, understanding how population changes can lead to changes in development. They will also build on their previous knowledge of human geography and begin to explore how not only the UK, but the world has changed. This is a key concept that students who pursue the subject at GCSE will also grapple with, so this ensures that students will have a base knowledge for the rest of their studies.

Key Vocabulary	Sources Or content	Create Independent learning	Knowledge	Skills	Links to other curriculum areas?	Links to Primary national curriculum?
Development Population Colonialism Landlocked Climate Conflict GNI Population density Population distribution	World Bank	Explaining the concept of development Explaining how physical factors can influence development of countries	Local locational knowledge – location of school, Alwoodley, Leeds Global location knowledge – location of continents, some countries within each continent, location of oceans, Types/strands of geography – physical, human, environmental and the difference between each type. <b>Development – what is development, how do we measure it</b> <b>Development gap – what is it, strategies to reduce it</b>	Map skills <b>Evaluating – how to evaluate in geography</b> <b>Compare – how to compare in geography</b>	<b>History – industrialisation</b>	Local and global locational knowledge – KS1-KS3 Development – KS4
<b>Diversity and Personal Development</b>						
Learning about different cultures and their influence on the UK						



# What is development?



Y8: HT2

<b>Common misconceptions</b>	Africa is a country All of Africa is poor All of the UK is rich
------------------------------	---

<b>What will I have learnt at the end of this unit?</b>	<b>What is the assessment of this learning? SUMMATIVE</b>	<b>What assessments are their for learning? FORMATIVE</b>
How development of the UK has changed over time How the world has developed over time Measures of development Factors affecting development	Mini end of unit test: Measures of development Areas of the world that are developing at faster rates Evaluation questions	Key word match ups MCQ's

<b>What subject knowledge and skills will I have the opportunity to remember, revisit and develop? (from when)</b>  Locational knowledge – KS1-KS3 Human/physical geography – Y7
---

<b>Opportunities to develop knowledge outside the classroom</b>  Visit historical sites in Leeds
--

<b>Concepts explored</b>	<b>Opportunities for Oracy</b>	<b>Careers in the curriculum</b>
Development	Read like a geography	Population studies Historical development studies International development International relations

<b>Opportunities to experience 'geography' in action?</b>  Watch videos on different types of aid in action to help countries develop
---