

Scheme of Work 2020 - 2021

Subject: Geography

Year Group: Year 7

Specification: Key Stage 3 Geography

Week	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment: GCSE Q stem	Homework	SMSC Codes
<p>1</p> <p>Term for students begins</p> <p>Thurs 3rd September</p> <p>so 3rd -4th only.</p> <p>Possibly some disruption due to transition</p>	<p>What is a geographer?</p> <p>To be introduced to the course.</p> <p>To consider what a geographer is.</p> <p>To begin to use geographical data to investigate places.</p> <p>To begin to use enquiry questions to investigate places.</p> <p>National Curriculum Links: Locational Knowledge, Place Knowledge, Geographical Skills</p>	<p>Pupils look at the vision statement on Cover-flap A. They use the information to think about what a geographer is, before creating a poster to show what a geographer knows, understands, values and can do.</p> <p>Pupils will be taught about the different aspects of the world – the physical world, the human world and the environmental world.</p> <p>The geographical enquiry questions are introduced, and pupils use these to describe a photo.</p> <p>Pupils are asked to recall what they have learnt at primary school</p> <p>Do now: Country of the Week</p> <p>Reflection: Retrieval grid</p>	<p>Pupils can find a news story, and explain how it is geographical. What type of geography is it about?</p>	<p>Introduce what geographic questioning is. Week by week students will be introduced to</p>	<p>Doddle work:</p> <p>Contents and oceans</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
<p>2</p> <p>7th Sep</p>	<p>How has our knowledge of the world progressed over time?</p> <p>To understand that our knowledge of the world has progressed over time.</p> <p>To name the continents and oceans of the world.</p>	<p>This lesson introduces the importance of cartography, including a brief history of how maps were developed over time.</p> <p>Pupils are asked to investigate two maps and a satellite image produced at different times in history, considering what is missing and how they represent the world.</p> <p>Pupils use a satellite image of the world to consider how this changed how people thought of the planet.</p>	<p>‘Explain how mapping the world has become much more detailed, accurate and readily available to people now than in history?’</p>	<p>Command Word:</p> <p>Define</p>	<p>Doddle work:</p> <p>What are latitude longitude</p> <p>*flipped</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	<p>L1: Introduced to the current world map and how the world is</p> <p>L2: Viewing and understanding older maps.</p> <p>NCL: LK, PK, PG</p>	<p>Pupils consider how mapping the world today is different to how maps were created in the past.</p> <p>Do now: Country of the Week/Self assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>				
3 14 th Sep	<p>What locational knowledge do you have of the world?</p> <p>L1: To compare the size of the world's continents and oceans.</p> <p>L2: To know about the geography of North and South America, and Europe</p> <p>NCL: LK, PK, PG, GS</p>	<p>Pupils are provided with geographical data in the form of a pie chart and two tables which provide information about the world's continents and oceans. They use the data in the tables to draw a bar chart and write a paragraph to describe what this tells them about the world's continents.</p> <p>Pupils are asked to recall what they have learnt at primary school</p> <p>Do now: Country of the Week/Peer assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	<p>'Write a paragraph about what you know and have learnt about the continent of Europe.'</p>	<p>Command word: Calculate</p>	<p>Doddle work: Latitude and Longitude labelling activity</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1</p>
4 21 st Sep	<p>How can we locate places around the world? To understand the difference between latitude and longitude. To be able to locate places on a world map using co-ordinates.</p> <p>L1: Introduction to Latitude and Longitude and how they work L2: Getting a mastery of the skills with several activities</p> <p>NCL: LK, PK, PG, GS</p>	<p>This lesson introduces lines of latitude and longitude including the major lines of latitude and the Prime Meridian, and how this system of co-ordinates evolved.</p> <p>Pupils are asked to use co-ordinates to find places on a world map.</p> <p>Global Positioning Systems (GPS) are explained.</p> <p>An article introduces the Degree Confluence Project, and what it is trying to achieve. Pupils then go on to explore the website and use co-ordinates and enquiry questions to investigate two locations.</p> <p>Do now: Country of the Week/Self assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	<p>Pupils consider how the volunteers of the Degree Confluence Project are excellent geographers and, using the vision statement, consider what aspects they are showing in action</p>	<p>Command word: Label</p>	<p>Doddle work: Latitude and Longitude worksheet</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1</p>

<p>5 28th Sep</p>	<p>Why do we use OS maps to investigate places?</p> <p>L1: To understand the idea of scale. The variation of maps</p> <p>L2: To understand that different scales of map can be used for different purposes.</p> <p>NCL: LK, PK, PG, GS</p>	<p>Introduce the Ordnance Survey, what does this name mean how did it come about?</p> <p>This lesson introduces the concept of scale in relation to Ordnance Survey maps, and four maps at different scales are provided.</p> <p>Pupils identify the three ways of showing scale on maps.</p> <p>Pupils identify the scales of four map extracts. They consider how maps of different scales can be used differently.</p> <p>OS video clip and guidance about different scales of map:</p> <p>Do now: Country of the Week/Peer assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	<p>‘Using your knowledge of the different scales of maps, give your own examples of what maps could be used to show certain areas.’</p>	<p>Command word: Draw</p>	<p>Doddle Work: Map types</p>	<p>SMSC: So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
<p>6 5th Oct</p>	<p>How do we locate features on OS maps?</p> <p>L1: To understand why and how OS use symbols on maps.</p> <p>L2: To be able to locate places on an OS map using four- and six-figure grid references.</p> <p>NCL: LK, PK, PG, GS</p>	<p>This lesson introduces OS map symbols, with examples of symbols from an OS Landranger map.</p> <p>Pupils categories OS symbols.</p> <p>Pupils use map extracts to identify these symbols.</p> <p>Guidance on using four- and six-figure grid references are provided.</p> <p>Do now: Country of the Week/Self assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	<p>Information about the OS website Mapzone is provided, and pupils are asked to visit the website and download OS map symbols for both Explorer and Landranger maps, to print and use for future lessons and units.</p>	<p>Command word: Outline</p>	<p>Doddle work: OS symbols</p>	<p>SMSC: So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
<p>7 12th Oct</p>	<p>How do OS maps show height, direction and slopes?</p> <p>L1: To understand how height is shown on OS maps.</p> <p>L2: To identify contour patterns. To recap the</p>	<p>Pupils are reminded of the use of compass points to determine direction on maps.</p> <p>Pupils use Map-flap B to provide directions between places.</p> <p>Pupils look at the three ways that height is shown on an OS map: spot height; triangulation pillars and contour lines. Contour lines are explored in depth.</p>	<p>Pupils are asked to consider what contour lines on OS map extracts show about the shape of the land, using a 3D projection of part of Map-flap B.</p>	<p>Command word: Compare</p>	<p>Doddle work: Using a map scale</p>	<p>SMSC: So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	points of a compass and direction. NCL: LK, PG, GS	Do now: Country of the Week/Peer assessed Retrieval Grid answers Reflection: Retrieval grid /Mini Quiz				
8 19 th Oct	End of topic test	What is a geographer? review lesson and then students will conduct assessment Feed forward done in lesson two.			Doddle work: All test will be on doddle to complete assessment	SMSC:
October Half Term break Mon 26th – Fri 30th Nov WEATHER AND CLIMATE						
9 2 nd Nov Remembrance week so possible disruption	What is weather and climate? L1: The concepts of weather and climate. The elements that make up the weather and climate. How to distinguish between weather and climate. L2: How the weather is measured. How to read weather maps using the synoptic code. NCL: PK, PG, HG, GS	Pupils consider the key elements of the weather and look for definitions in the glossary. Pupils consider what the weather has been like over the last week and consider how the weather has affected them. A montage of photographs showing different types of weather is presented. For each photo, pupils identify the different types of weather shown, and how it affects people, positively or negatively. Pupils consider which ways people use weather for energy. Looking at the photos, pupils identify ways in which the weather can be dangerous. Do now: Country of the Week/Self assessed Retrieval Grid answers Reflection: Retrieval grid /Mini Quiz	Weather can be dangerous, write a small story of how weather can be dangerous, use as many examples of weather as you can.'	Command word: Describe	Doddle work: Weather and Climate Glossary	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
10 9 th Nov	L1: How do we measure weather? To identify how elements of the weather are measured.	Information about a range of weather instruments is given, supported with images and graphs. Pupils are asked how the weather instruments are used. Weather data is provided for some elements of the weather, pupils analyse the data.	A map of a school site showing three possible sites is provided. Pupils should give reasons why the site chosen was a good choice or not.	Command word: Explain	Pupils should keep a record of the weather for a week.	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1

	<p>L2: How can weather data be recorded and presented?</p> <p>To consider the methods of recording vast amounts of weather data.</p> <p>To know and use the synoptic code.</p> <p>NCL: PG, HG, GS</p>	<p>Meteorology and the Meteorological Office are introduced.</p> <p>Pupils consider how technology has provided new ways to collect and record weather data – introduce weather satellite images and data logging.</p> <p>Looking at the synoptic code, specialist symbols used on weather charts, pupils describe the weather conditions for four weather stations.</p> <p>Do now: Country of the Week/Peer assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	<p>pupils can get a weather map for the local area and draw synoptic weather code to show the weather for that day</p>			
11 16 th Nov	<p>L1: What are clouds and why does it rain?</p> <p>To understand how clouds form.</p> <p>To classify the main types of clouds.</p> <p>L2: To identify types of rainfall. To understand how rain is formed and other forms of precipitation</p> <p>NCL: PG, HG, GS</p>	<p>Precipitation is introduced in its various forms – rain, sleet, drizzle, hail, snow, clouds.</p> <p>The classification of clouds is shown, and pupils use this to write a list of different cloud shapes.</p> <p>Pupils draw and label a diagram to explain how rain forms.</p> <p>Pupils draw and annotate diagrams to explain how the three types of rainfall occur.</p> <p>Do now: Country of the Week/Self assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	<p>Pupils study three maps of the UK showing rainfall patterns for three different days. They analyse the patterns and identify which type of rainfall is responsible for the rain on each day</p>	<p>Explain the difference between weather and climate.[2]</p>	<p>Doddle work:</p> <p>Water cycle and Types of rainfall</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
12 23 rd Nov	<p>L1: What is air pressure and anticyclones?</p> <p>To recognise the characteristics of anticyclones.</p> <p>L2: To understand the influence of air pressure on weather. To understand the key features of depressions.</p> <p>NCL: PG, HG, GS</p>	<p>Pupils define air pressure and how it influences the weather</p> <p>Pupils draw and annotate a diagram to explain how high and low pressure air moves in the atmosphere.</p> <p>The different air masses around the UK are explained, with details of how they affect the weather.</p>	<p>Pupils write a weather forecast using a satellite image and a weather chart.</p> <p><i>If a depression is passing over the UK at the time of the lesson, pupils could be shown the latest satellite</i></p>	<p>Why is it raining over the British Isles?</p> <p>Which type of rain is</p>	<p>Doddle work:</p> <p>Air pressure and air mass</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

		<p>Anticyclones are introduced, and how to identify them on weather charts, and weather satellite images.</p> <p>Do now: Country of the Week/Peer assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	<i>image and BBC weather forecast video.</i>	this? [2]		
13 30 th Nov	<p>L1: What is the climate of the UK?</p> <p>To understand the difference between weather and climate. To know the climate of the UK.</p> <p>L2: To be able to draw climate graphs.</p> <p>NCL: LK, PK, PG, HG, GS</p>	<p>The difference between weather and climate is explained. The concept of climate is introduced, including how geographers investigate climate, and how climate graphs are presented.</p> <p>Pupils describe in planned stages a climate graph for London. They then draw a climate graph for Ambleside and describe it, repeating the process introduced in the earlier activity.</p> <p>Pupils identify climate zones across the UK and describe the distribution.</p> <p>Do now: Country of the Week/Self assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	The UK's climate is described. Pupils analyse maps showing average temperatures for the UK in July and January, and annual rainfall across the UK. They consider how the rainfall map compares with a physical map of the UK.	Command word: Discuss	Doddle work: UK weather and climate glossary	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
14 7 th Dec	End of topic assessment:	<p>Pupils will answer questions that assess what they have learnt in this unit:</p> <ul style="list-style-type: none"> • the concepts of weather and climate • the elements that make up the weather and climate • how the weather is measured • how to read weather maps using the synoptic code <p>how to distinguish between weather and climate.</p>			Doddle work: All doddle test will be back up for revision	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

<p>15 14th Dec</p> <p>Term ends Thurs 19th Dec</p>	<p>L1: How do I conduct a weather enquiry? To identify the type of weather system passing over the school for seven days.</p> <p>L2: To undertake fieldwork to investigate weather events for a week.</p> <p>NCL: LK, PK, PG, HG, GS</p>	<p>This is an opportunity for pupils to conduct fieldwork, collecting weather data for a week or using the data provided to undertake a geographical enquiry.</p> <p>Do now: Country of the Week/Self assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	<p>They should draw graphs to present the data they collected during the week.</p>	<p>Command word: Evaluate</p>	<p>Each day, for seven days, pupils collect the weather data, a weather satellite image, and a weather chart, and they should take photographs from the same point to show the weather and cloud types.</p>	<p>SMSC: So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
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Christmas break Monday 21st Dec – Tue 5th Jan