

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
WHAT IS DEVELOPMENT?						
27 12 th April	<p>What is an economy, from local to global?</p> <p>Review the classification of jobs into sectors</p> <p>economic activities and what they are like at different scales, from local to global</p> <p>the range of jobs people do and how jobs have changed over time</p> <p>what trade is and how it has become global</p> <p>how the UK economy has changed.</p> <p>NCL: LK, PK, HG, GS</p>	<p>End of topic test and revision</p> <p>Feed forward in second lesson</p>			<p>Doddle work:</p> <p>All doddle test will be back up for revision</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
28 19 th April	<p>L1: What is development?</p> <ul style="list-style-type: none"> To define development. To compare development around the world. 	<ul style="list-style-type: none"> Create a need to know by exploring the Dollar Street website. Select different households and question students how and why people may live differently around the world. Activity. Simply define development and introduce that development has multiple 	<p>Work with pupils to rework their definitions of development and question why it is a complex concept.</p>	<p>https://www.educationquizzes.com/ks3/geography/dev</p>	<p>Doddle work:</p> <p>Development and population quizzes.</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p>

	<ul style="list-style-type: none"> To understand where and why inequality occurs. To understand the actions taken by individuals, governments and communities to aid development. <p>L2: How is money spread around the world?</p> <ul style="list-style-type: none"> To understand how to measure development using one economic indicator. To interpret different ways of presenting development data. <p>To investigate the patterns of wealth across the world.</p> <p>NCL: LK, PK, PG, HG, GS</p>	<p>definitions. Discuss the different views of development. Activity worksheet 7.1a is an activity to support conceptual understanding of the term development. A DART (Directed activity related to text) is used to analyse definitions and reconstruct into a spider diagram.</p> <p>Get pupils to map and describe the countries at either end of the spectrum (the top ten countries for GNI per capita and bottom ten)</p> <ul style="list-style-type: none"> The choropleth map itself can be used to create a need to know. Question pupils why the world is divided into different colours, what may be the purpose of doing this, are the colours permanent? Discussion over the usefulness of GNI per capita as an indicator. <p>Do now: Country of the Week/Self assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>		elopment-01/		Sp2/3/5, M1
29 26 th April	<p>L1: What other ways can be used to measure development?</p> <p>To identify different measures of development.</p> <p>L2: To understand the benefits of using different measures of development.</p> <p>NCL: LK, PK, HG, GS</p>	<p>Ask pupils to order them in level of development. Question the reasoning behind their ordering. Ask pupils to order them in order of which country people may live longer in. Question why the order may have changed.</p> <p>Introduce indicators: life expectancy, schooling and HDI to rank order the countries. Discuss benefits of using other indicators of development.</p> <p>understand HDI further.</p> <p>Do now: Country of the Week/Peer assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	<p>Discuss which indicators may show each point from the Development Compass Rose. Students to go online to the World Bank website and search for new indicators.</p>	<p>Give a simple definition of development? [1]</p>	<p>Doddle work:</p> <p>Comparing development</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

<p>30 3rd May = BANK HOLIDAY</p> <p>4th – 7th = school days</p>	<p>L1: How can development change over time? To understand that development is a process of change.</p> <p>L2: To understand that development occurs at different rates and times in different countries.</p> <p>NCL: LK, PK, HG, GS</p>	<p>Create a need to know by showing pupils images of the Industrial Revolution or the following video which introduces the Industrial Revolution and identifies the Industrial Revolution as a moment of social progress students to head the statements and create sets of pairs comparing the UK in 1800 and 2000 (Pre-and Post-industrial Britain).</p> <p>Do now: Country of the Week/Self assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	<p>Pupils to write a paragraph explain how and why certain countries experience development and others do not.</p> <p>Write your own definition of development</p>	<p>Explain why development levels change around the world? [3]</p>	<p>Go online to Gapminder, the axis is GNI per capita/Atlas method</p>	<p>SMSC: So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
<p>31 10th May</p>	<p>L1: Why do people live in poverty? To identify countries where people are living in extreme poverty.</p> <p>L2: To understand the causes of poverty.</p> <p>NCL: LK, PK, HG, GS</p>	<p>Work with pupils to analyse the photos of poverty in different locations to construct questions around a Development Compass Rose.</p> <p>Pupils can use their questions created around the Development Compass Rose to describe development in the photos.</p> <p>Google Maps Street View can also be used to view the landscape of Nepal and for students to appreciate the landscape.</p> <p>Describe the difference between your life here compared to Nepal.</p> <p>Do now: Country of the Week/Peer assessed Retrieval Grid answers</p> <p>Reflection: Retrieval grid /Mini Quiz</p>	<p>Pupils to read the statements which are factors that cause uneven development. Cut out the statements below. Use the diamond on sheet 7.6b to rank each statement. The statement pupils think is the most important should be placed at the top. The statement pupils think is least important place at the bottom. Write a paragraph to explain their top choice.</p> <p>Pupils to justify the reason they believe is the most important reason.</p>		<p>Flipped This article from the <i>Guardian</i> shows images of people living in extreme poverty - https://www.theguardian.com/society/gallery/2014/jun/05/portraits-of-people-living-on-a-dollar-a-day-in-pictures</p>	<p>SMSC: So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
<p>32 17th May</p>	<p>L1: How can gender equality increase development? To understand gender inequality.</p>	<p>Work with students to discuss gender inequality. How they think people may experience gender inequality in the UK or around their home</p> <p>Show pupils the video from Plan International: 'Because I am a Girl: I'll take it from here' stop motion https://vimeo.com/80392113</p> <p>Introduce the United Nations in more detail.</p>	<p>Activity for this lesson where pupils make a campaign poster for either gender equality or development goals</p>	<p>What is sustainable development and why is it so important for the</p>	<p>Doddle work: UN global goals</p>	<p>SMSC: So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	<p>L2: What are Sustainable Development Goals? To understand Sustainable Development Goals. To understand the purpose of these goals in reducing world poverty. NCL: LK, PK, PG, HG, GS</p>	<p>Pupils should cut out the goals and rank them into the most important. Pupils could also create a concept map linking the goals together to show how they relate to each other. Do now: Country of the Week/Self assessed Retrieval Grid answers Reflection: Retrieval grid /Mini Quiz</p>		<p>future of the planet and its people? [4]</p>		
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Half term 31st May – 4th June

33 7 th June	<p>END OF TOPIC TEST – WHAT IS DEVELOPMENT?</p> <p>Introduction to Russia: Where Russia is located. What Russia is like. NCL: LK, PK, GS</p>	<p>This lesson provides an overview of what Russia is like. Pupils look at a map of Russia and use an atlas to identify the countries and oceans that border it. They describe the location of Russia. Pupils look at a range of photographs showing what Russia is like Using a fact file about Russia, pupils consider the physical features of Russia and compare the size and population of Russia and the UK.</p>	<p>Pupils write about why it is important to investigate and learn about Russia and consider how they will make progress in this unit.</p>		<p>Doddle work: Recap of Unit 1</p>	
34 14 th June	<p>What is the physical landscape of Russia? To know the distribution of physical landforms across Russia. What is the climate of Russia? To draw a climate graph. To interpret climate graphs and isotherm maps of Russia.</p>	<p>This lesson introduces the physical landscape of Russia including mountains and plains, coastlines and volcanoes. Pupils write down key points about the physical landscape and discuss as a group, before sharing ideas with the rest of the class. They consider which are the most important key points. Pupils describe a climate graph of Moscow. They draw a climate graph from a table of data and look at the climate graphs of three other locations in Russia. They use what they have learnt to match</p>	<p>They write a paragraph to describe the physical landscape and climate of Russia.</p>	<p>What percentage of Russia is in Asia and what percentage is in Europe? [2]</p>	<p>Doddle work: Recap of Unit 2</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1</p>

	<p>To describe and explain the climate of Russia. NCL: LK, PK, PG, HG, GS</p>	<p>the climate data to five locations in Russia shown on isotherm maps. Pupils compare the climate of Russia to the climate of the UK. Do now: Country of the Week/Self assessed Retrieval Grid answers Reflection: Retrieval grid /Mini Quiz</p>				
<p>35 21st June</p>	<p>What biomes exist in Russia? To understand the distribution of biomes in Russia. To understand how tundra and taiga biomes have evolved across Russia Where do people live in Russia? To know what population density is, and how it is calculated. To identify parts of Russia that are densely and sparsely populated. To describe the distribution of population across Russia. To identify reasons for the distribution of population in Russia. NCL: LK, PK, PG, HG, GS</p>	<p>This lesson introduces the biomes of Russia, including the distribution and characteristics of taiga and tundra. Pupils study the taiga biome, including the vegetation of the taiga, and why it is important to the planet. Pupils consider how the Earth's spheres interact, using an annotated photograph, pupils draw a diagram to show how the taiga forest and soils have adapted to the cold climate. The concepts of population distribution and density are introduced, including how to calculate population density. A choropleth map is introduced, which shows the population density of Russia. Pupils use the map to describe the distribution of population in Russia. Do now: Country of the Week/Peer assessed Retrieval Grid answers Reflection: Retrieval grid /Mini Quiz</p>	<p>Using the Degree Confluence website, pupils write descriptions of each of the main biomes in Russia. Pupils explain the reasons why Russia is sparsely populated and identify reasons for the more densely populated areas of Russia.</p>	<p>Compare the taiga and tundra biomes. [4]</p>	<p>Doddle work: Recap of Unit 3</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1</p>
<p>36 28th June</p>	<p>Why did Russia plant their flag on the</p>	<p>Using the geographical data on the two spreads, pupils conduct a geographical enquiry to answer the question 'Why did</p>	<p>At the end of this double lesson, pupils look back to the vision statement on the</p>	<p>Why do countries fight over unclaimed land? [4]</p>	<p>Doddle work: Recap of Unit 4</p>	<p>SMSC:</p>

<p>SPORTS DAY WEEK?</p>	<p>seabed of the North Pole? To locate the Arctic. To consider different points of view about the future of the Arctic. NCL: LK, PK, PG, HG, GS</p>	<p>Russia plant their flag on the seabed of the North Pole?’ – this can be used as an assessment of enquiry skills. Pupils use the data and what they have learnt in the unit to describe what the Arctic is like and why it is so cold. Do now: Country of the Week/Self assessed Retrieval Grid answers Reflection: Retrieval grid /Mini Quiz</p>	<p>cover flap A and consider what progress they have made towards becoming a geographer.</p>			<p>So3, So6, So7, C1, C3, C5 Sp2/3/5, M1</p>
<p>37 5th July</p>	<p>Assessment Point</p>				<p>Doddle work: Recap of Unit 5</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1</p>
<p>38 12th July Term ends on Friday 16th July</p>						