

Geography

Subject Leader: Mr A Kennedy akennedy@taptonschool.co.uk

Curriculum Intent: Geographers are the heroes of tomorrow; they are engaged by the study of planet Earth and learn how to creatively solve problems for a sustainable future. **Geographers are critical thinkers;** they apply their knowledge and understanding to the human and natural world appreciating the interconnectedness between different systems. **Geographers are global citizens;** they understand their own place in the world but can also think with empathy to consider the attitudes and values of other stakeholders too. **Geographers enjoy learning beyond the classroom;** they undertake fieldwork to test the theories of our subject and gain first-hand experience of Geography in action.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	<p>Topic: Our changing planet.</p> <p>Students will travel around the world to explore the causes, consequences, and responses to a variety of challenges facing our planet in the 21st century that include:</p> <ul style="list-style-type: none"> • Melting ice sheets in Antarctica. • Sustainability in Oceania • Desertification in Africa • Extreme weather in Europe • Overpopulation in Asia • Wildfires in North America • Deforestation in South America 	<p>Students will:</p> <ul style="list-style-type: none"> • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. • Work with geographical data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Autumn Term 2	<p>Topic: Ordnance Survey Map Skills</p> <p>Students will learn about the importance and application of maps used for a variety of purposes.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate they can use four and six figure grid references, measure distance, scale, direction, read contour lines and use a key to identify map symbols.
	<p>Topic: The Geography of the UK</p> <p>Students will investigate the changing physical and human geography of the UK. This will include:</p> <ul style="list-style-type: none"> • Locational knowledge of the UK's major physical features and cities. • A case study investigation into how Sheffield has reinvented itself after deindustrialisation. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use Atlases to locate and map physical and human features of the UK. • Use OS maps to investigate the changes that have occurred across Sheffield since deindustrialisation.

Spring Term 1	<p>Topic: Rivers</p> <p>Students will progress from the Geography of the UK by taking a closer look at the rivers which cross our land. They will learn about:</p> <ul style="list-style-type: none"> • A case study of the changing profile of The River Thames from its source to mouth. • How waterfalls are created by natural processes of erosion. • How humans use rivers. • River floods and ways to sustainably manage them. 	<p>Students will:</p> <ul style="list-style-type: none"> • Annotate sketches to explain how geomorphic processes create river landforms. • Work with geographical data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their understanding of the interaction between humans and natural processes. • Write extended prose to describe, explain and evaluate their learning.
Spring Term 2	<p>Topic: Plastic Pollution</p> <p>Students will learn about the scale of our plastic pollution problem by investigating:</p> <ul style="list-style-type: none"> • The sources of plastic pollution. • Where plastic pollution ends up and its impacts. • The methods used to clean up our seas and rivers. • More sustainable alternatives to plastic. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. • Work with geographical data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Summer Term 1	<p>Topic: Ecosystems</p> <p>From rivers to ecosystems, students will explore the key biomes of planet Earth including:</p> <ul style="list-style-type: none"> • The locations of key biomes such as tropical rainforest, polar ice caps, hot deserts. • The climatic reasons for the existence of biomes in particular regions of the world. • How the interdependence of biotic and abiotic factors give each biome its unique characteristics. • A case study of how coral reefs are made, their importance to life on Earth and humans, the threats they face and how we can sustainably manage them. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns of climate and biomes. • Work with geographical data, such as climate data, to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Summer term 2	<p>Topic: Fieldwork</p> <ul style="list-style-type: none"> • Building on students learning of ecosystems they will investigate the microclimates around the school grounds to plan and site a new lunch shelter. 	<p>Students will:</p> <ul style="list-style-type: none"> • Plan a range of methods to record data in the field. • Use fieldwork equipment such as maps, compasses, thermometers, and anemometers, ranging poles and clinometers. • Graph, map and analyse collected data. • Reach conclusions and evaluate their fieldwork.
<p>Homework: Homework will be set every three weeks. The homework will take the form of knowledge organiser tasks which will consolidate their learning up to that point and also provide</p>		

a resource that can be used towards revision for their interim and formal assessments. There will also be a challenge task for students to extend their learning beyond the taught curriculum.

Assessment: In lessons there will be regular review questions of prior learning at the start of each lesson, question and answer sessions led by the teacher and short mid-topic tests to check knowledge and address misconceptions. There may also be end of topic tests, providing they don't clash with the formal assessments, which students will be told about when they begin a new topic.

Formal assessments will include:

- **January:** Our Changing planet, Geographical Skills (including graphs, data, and maps)
- **May:** UK Geography, Rivers, Sustainability issues Geographical Skills (including graphs, data, and maps)

Links to Personal Development: The topics studied in Year 7 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples could include hydrologists and oceanographers through to environmental consultants and ecologists. Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future. In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and places and environments.

How is my knowledge further developed in Year 8? As students move on into Year 8 they will build on their knowledge of natural hazards encountered in 'Our Changing Planet' and 'Rivers' as they study plate tectonics and the hazards of volcanoes and earthquakes. Their understanding of overpopulation in India will be further built upon as they explore the population and urban challenges of Asia. The theme of making ethical and sustainable choices, as studied in 'Plastic Pollution', will also be further developed through the study of fast fashion.