

High Tunstall College of Science Curriculum Intent

Subject: Geography Year: 7 Half term: 1

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| **Unit: Theme – My World** | | | | | |
| **Be an #excellentgeographer** | | | | | |
| **Big Concepts**  Scale, Place, Interconnection, Change, Environment | **Filters**  Social, Economic, Environmental | **Tools**  Problem-solving, Numeracy &Literacy, Team-work, Spatial Awareness,  Self-management | | | |
| **Key ideas** | | | **Progress** | | |
|  | | | **R** | **A** | **G** |
| Geography is the study of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. | | |  |  |  |
| Geography has many different scales (from local to global). | | |  |  |  |
| Geographers interpret a range of sources of geographical information and demonstrate a variety of geographical skills. | | |  |  |  |
| Geographers collect, analyse and communicate a range of data gathered through fieldwork. | | |  |  |  |
| There are many sustainable ways humans can conserve and manage their physical environment | | |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | **What do we know about geography?**  To think about what we already know about geography.  To outline the purpose of geography in school and its importance including career links.. | Introduce big concepts, filters and tools | Geography |
| **2** | **What is human and physical geography?**  To compare human and physical geography. | Frayer Model: Human and physical.  Interpret photographs.  Explanation of the difference between human and physical geography. | Human, Man-made, Natural, Physical |
| **3** | **How to locate major continents and oceans?**  To locate the 7 major continents and 5 major oceans including significant lines of latitude and longitude. | Description of the location of the major continents and oceans.  Locate places using latitude and longitude coordinates.  Explanation of how to locate places using latitude and longitude. | Atlas, Continent, Equator, Hemisphere, Latitude, Longitude, Ocean |
| **4** | **Where is Europe located?**  To locate countries and capital cities in Europe.  To identify the location of the UK in Europe and on a global scale. | Regular Recall  Interpret and label political maps.  Description of the location of Europe and the UK. | Capital, City, Country, Location |
| **5** | **What is the difference between the British Isles, Great Britain and United Kingdom?**  To locate the countries of the British Isles and Great Britain, and nations of the United Kingdom. | Interpret and label political maps. | Country, Human, Physical |
| **6** | **What is the geography of the UK?**  To identify the human and physical attractions within the UK. | Regular Recall  Complete a visual map, interpret political and thematic maps.  Challenge (Revision Clock) | Contours, Human, Layer Shading, Physical, Population, Rainfall, Spot Height, Temperature, Triangulation Pillar |
| **7** | **What is the geography of the North East?**  To identify the location of the North East and major settlements.  To locate human and physical attractions within the North East. | Triple Challenge  Description of the location of North East.  Locate places using direction and scale. | Compass rose, Direction, Region, Scale, Settlement |
| **8** | **Where is Hartlepool located?**  To describe the location of Hartlepool.  To use 4 and 6 figure grid references to identify human and physical attractions in Hartlepool. | Regular Recall  Description of the location of Hartlepool.  Explanation of how to locate places using 4 and 6 figure grid references.  Locate places using 4 and 6 figure grid references. | Coastal, Grid References, OS Map, Town |
| **9** | **How has Hartlepool changed overtime?**  To describe and explain how Hartlepool has changed over time. | Complete historical timeline.  Label and annotate photographs. | Annotate, Label |
| **10** | **What is our college environment like?**  To investigate the local environment of High Tunstall College of Science. | Regular Recall  Undertake a field sketch, traffic count and Environmental Quality Survey. | Environment, Field sketch, |
| **12** | **Should we stop buying products on the internet?**  To think like a Geographer Enquiry. | Regular Recall  Longer written response to individual thinking skills activity. | Globalisation, High Street, Internet, Local |
| **13** | **Should school meals go vegan?**  To think like a Geographer Enquiry. | Longer written response to paired thinking skills activity. | Carbon Dioxide, Food Miles, Vegan, |
| **14** | S**hould we be concerned about melting ice in the Arctic?**  To think like a Geographer Enquiry. | Longer written response to group thinking skills activity.  ILO: Revise for Triple Challenge (Revision Clock) | Flooding, Global Warming, Sea Level Rise |
| **15** | We are #excellentgeographers celebration lesson. | Triple Challenge  Excellent Geographer Audits |  |