Endeavour Federation

Curriculum map - Geography

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| **Geography Curriculum Map** | | | | | |
| **Endeavour Federation Curriculum vision** | At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all pupils having the opportunity to At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.  We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves. | | | | |
| **Geography curriculum vision** | The Geography curriculum is planned to ensure that students make progress in their learning and are equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.  Pupils will build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. They will interpret Ordnance Survey Maps, focusing on grid references and scale, topographical mapping and aerial and satellite photos. They will also utilise GIS to view, analyse and interpret places.  Resources are differentiated and engaging to ensure that all of our students are inspired to learn and to foster an enjoyment of Geography.  We provide our young people with the skills to cope and succeed in the wider world by embedding cultural capital and celebrating diversity through a wide range of texts and resources.  Literacy and communication skills are developed throughout the curriculum and assessment is used regularly to ensure Geography targets are achieved and exceeded. | | | | |
| **Careers (CEIAG)** | | **Cultural Capital** | **Enrichment Opportunities** | **Preparing for life in modern Britain** | **Literacy and Communication** | |
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Curriculum ‘at a glance’

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|  | **Autumn** | | **Spring** | | **Summer** | |
| **Year 7** | Hot deserts | Cold deserts | Rivers and the water cycle | What does it mean to live in a rural area? | Plastic Oceans | Our own place in the world |
| **Year 8** | India – economics and population | Challenges facing the UK | The Middle East – resources, wealth and development | Natural Hazards (including plate tectonics) | Rainforests | Tourism -challenges and opportunities |
| **Year 9** | Nigeria – development | China – population and urbanisation | Extreme weather (including climate change) | Comparing HIC and LIC | Coasts | Global Issues |

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| **Year 7 Curriculum Planning – Geography** | | | | | | |
|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| ***Weekly focus***  *Core Knowledge, Skills and Concepts* | ***Hot deserts***  1.Map skills -identify and recall the world’s continents and oceans  2.Use CLOCC to describe the location and position of hot deserts  3.Describe the vegetation, condition, landscape and wildlife found in hot deserts  4. Identify the key adaptations of animals and vegetation to the conditions.    5. Identify how humans can protect or exploit a hot desert.  ***Assessment- Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***Cold Deserts:***  1.Map skills -identify and recall the world’s continents and oceans  2.Use CLOCC to describe the location and position of Antarctica.  3.Describe the vegetation, condition, landscape and wildlife found in Antarctica  4. Identify the key adaptations of animals and vegetation to the conditions.    5. Identify how humans can protect or exploit a cold desert.  ***Assessment- Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***Rivers and the water cycle***  1.Identify and explain the key processes within the water cycle  2.Identify the distinctive processes and landforms that are associated with rivers  3. Identify multiple ways in which different aspects of weather (temperature, precipitation) can be measured and recorded.  4. Understand what is meant by weathering and erosion and how that affects the river process  5. Understand how rivers can be managed by humans as well as what can be done to reduce river pollution  ***Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***What does it mean to live in a rural area?***  1.Map skills – using CLOCC identify the location of Brazil, Mali and UK in the context of the world map  2.Understand the difference between physical and human features.  3.Understand the challenges and opportunities of a rural sparse population like the Shetland Islands.  4.Understand the challenges and opportunities of rural living in Mali  5. Understand the challenges and opportunities of rural living in Brazil.  ***Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***Plastic Oceans – how is plastic waste affecting the world’s oceans?***   1. Map skills – using CLOCC to identify the Pacific Ocean 2. Understand the impact of plastic waste – especially microplastics 3. Understand the challenges related to the Pacific Garbage Patch 4. Identify how plastic waste can be tackled in a place like Henderson Island 5. Identify how plastic waste is being tackled by government, charities and businesses.   ***Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***Our own place in the world***  1.Understand that the UK is part of the continent of Europe, one of seven global continents.  2. Explore the four countries that make up the UK – England, Scotland, Wales and Northern Ireland.  3.Investigate different areas and places in the UK and understand that they have distinctive characteristics  4 and 5 Be able to understand and interpret OS maps and their symbols and use these skills in field work in the local community  ***Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** |
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| **Year 8 Curriculum Planning – Geography** | | | | | | |
|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| ***Weekly focus***  *Core Knowledge, Skills and Concepts* | ***India***   1. To explore the location and physical geography of India 2. To understand the size and scale of India 3. To understand the opportunities and challenges facing rural India 4. To explore the challenges and opportunities facing urban India especially population growth and urbanisation 5. Understand the economic changes occurring in India and the different types of jobs available 6. Explore how multinational companies are bringing both benefits and disadvantages 7. Assessment: end of topic qu. | ***Challenges facing the UK .***   1. Identify the impact of the poverty cycle. 2. Understand how poverty impacts large cities like Birmingham and Manchester as well as rural poverty in the Forest of Dean 3. Understand the challenges of reducing poverty and successful strategies so far. 4. Identify the challenges associated with air pollution in the UK. 5. To explore how air pollution impacts communities in North Manchester 6. To evaluate the impact of different clean air strategies   ***Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***The Middle East***  1.To understand the location of the Middle East using atlases and CLOCC  2. To be able to investigate the physical and human geography of the Middle East using a range of different data sources  3. To identify how conflict affects the geography of the Middle East  4. To identify the natural resources and key industries in the Middle East  5.Identify the challenges and opportunities associated with fast growing regions such as Dubai  ***Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***Natural Hazards***   1. To investigate the make up of the core of the Earth 2. Understand how different types of rocks are formed 3. Understand the theory of plate tectonics 4. To identify the hazards of a volcanic eruption and link these to plate tectonic theory. 5. To investigate the human and physical consequences of the volcanic eruption at Mt St Helens 6. To investigate the human and physical consequences of the Kobe earthquake   ***Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***Rainforests .***   1. To explore the characteristics and distribution of the rainforest biome and analyse the climate. 2. To investigate plant and animal adaptations of the rainforest biome. 3. To identify the distribution and formation of rainforests . 4. To investigate threats to rainforests focusing on human threats and deforestation. 5. To use and interpret maps and satellites to explore Brazil’s biomes.   End of term assessment: quiz.  ***Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | **Tourism**   1. What is tourism? 2. How has tourism changed over the last 70 years? 3. What are the challenges and opportunities of tourism in Thailand 4. What are the challenges and opportunities of tourism in the UK? 5. What is eco-tourism? 6. Can eco-tourism help preserve fragile ecosystems?   ***Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** |
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| **Year 9 Curriculum Planning – Geography** | | | | | | |
|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| ***Weekly focus***  *Core Knowledge, Skills and Concepts* | ***Nigeria – development***   1. To identify the location of Nigeria, using maps and atlases 2. To explore the different biomes and landscapes that make up Nigeria 3. To identify the location of the Sahara Desert and examine desertification. 4. To investigate the challenges and opportunities in rural Nigeria 5. To investigate challenges and opportunities in Nigeria’s capital Lagos 6. Use a range of evidence to evaluate Nigeria’s future prospects as a rapidly changing country.   ***Assessment- Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***China – population***   1. To identify the location and physical geography of China using maps and satellite 2. To use data and other sources to explore changes in China’s population over time. 3. To explore the challenges of a rapidly growing urban population and how this can be managed 4. Understand what is meant by the Chinese ‘one child ‘policy and how this has evolved over time. 5. Understand some of the consequences of the one child policy in China 6. Contrast Indian and Chinese population policies- drawing comparisons between the two.   ***Assessment- Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***Extreme weather including climate change***   1. Understand the difference between weather and climate and how this has changed since the Ice Age 2. Understand what is driving climate change and how its effects are being felt in different countries 3. Examine the effects of extreme flooding in the UK in Boscastle and in areas of the Lake District 4. Understand the human and physical consequences of events like hurricanes and tornadoes in the USA 5. Understand the human and physical consequences of flooding in countries like Bangladesh. 6. Contrast the experiences of flooding in Bangladesh and the UK   ***Assessment- Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***Comparing HIC and LIC***   1. Understand what is meant by HIC, LIC and NEE 2. Understand what development indicators are and what they can and can’t tell us about a country 3. Understand why development is uneven around the word and consider whether this is fair or just 4. Compare development indicators in Japan, Brazil and Mali and discuss what this means for people living there 5. Consider ways that development can be made fairer and evaluate different approaches 6. Consider the link between climate change and development and the different perspectives countries and governments may have   ***Assessment- Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***Coasts***   1. *Use maps, satellites and GIS to identify coastal regions of the UK and their features* 2. *Identify key landforms and human geography associated with coasts in the UK* 3. *Understand how weathering and erosion may change a coastal region over time* 4. *Understand how coasts are managed in the UK* 5. *Understand how coasts are managed in Costa Rica.* 6. *Understand the opportunities and challenges of living in a UK coastal town.*   ***Assessment- Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** | ***Global issues: exploring wilderness areas under threat and the geography of conflict focusing on***   1. To identify different wilderness areas and understand the importance of wilderness. 2. To explain why wilderness areas are under threat and assess the importance of protecting wilderness areas. 3. To define a conflict zone and identify the effects of war in Syria. 4. To identify the effects of conflict and categorise them into social and economic. 5. To use and interpret map and satellite photos using the example of Alaska 6. Assessment: end of topic quiz.   ***Assessment- Assessment: Elklan mind map of key vocab and learning then short assessment of unit*** |
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