

Curriculum Sequencing Overview

Subject:

Staff:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	<p>Restless Earth</p> <p>The study of how the Earth began, introduction to topic keywords, basic theory of plate tectonics/structure/past present future of the planet. The theory and understanding/formation of volcanoes and their impact on the landscape and man.</p>	<p>Restless Earth</p> <p>Earthquakes and tsunamis – theory of how earthquakes occur and the research/theory/future of dealing with earthquakes and the impact on man. A case study on the Japanese earthquake and Tsunami.</p>	<p>Map skills</p> <p>Understanding the world through maps and geographical systems – local to national enquiries of the UK and beyond to global levels.</p>	<p>Map skills</p> <p>Using OS maps and atlases but also GIS such as Google Earth. Re-in forcing basic skills of compass, directions, distances/scale/where am I? An opportunity for field work in the Quantocks.</p>	<p>Another world – India</p> <p>Introducing the concepts of different levels of development, (EDD)comparing and contrasting Mumbai to London economic activity, job types and quality of life using a case study on Mumbai. Incorporating</p>	<p>China</p> <p>The study of a country with population and environmental issues – comparing lifestyle/Rural and urban areas. The impact of the one child policy and the benefits the three gorges project.</p>
Y8	<p>Development</p> <p>Key concepts of interaction between man/place and environment. Key terms and relationship of trade and links between different regions and area of the world. Using indicators to identify levels of development. Applying evidence to determine levels of development and lifestyle within region and job types</p>	<p>Globalisation</p> <p>Understanding key terms and product origin, how small the world really and global awareness. Linking levels of development to job types and identifying exploitation and megaprojects. Using a case study of a region within Africa and from this understanding sustainability with fair trade.</p>	<p>Map Skills</p> <p>Building on previous work different of map types will be used introducing scale/aerial photographs and OS maps. Independent activities will promote the use of different sources of skills and understanding. Further compass, grid reference and scale work will be investigated.</p>	<p>Glaciation</p> <p>Identifying and understanding Geological timescale – linking to plate tectonics and rocks. Looking at climate change and effect of man – a case study on the Alps. Linking to the study of geology and coasts and the topography of our planet.</p>	<p>Geology</p> <p>Brief and basic introduction, linking previously to skills from Glaciation and then the Jurassic Coast - a field trip to Charmouth takes place. Linking back to the beginning of the Earth with timescales, development of the planet – plate tectonics and the effects of climate change and man on erosion prone environments.</p>	<p>Coasts</p> <p>Looking at the local environment with regards to geomorphology and the key processes between human and physical environment. Identification, challenges, future, interaction between man and the environment will be investigated with a local study of Charmouth and nationally Norfolk.</p>

Scope

Coherence

Rigour

Sequencing

End Points: Aims and Knowledge in Evidence (per year/per key stage):

For every topic introduced there are a new set of topic keywords usually one new topic per term – to aid in knowledge requirement these are tested at the end of the topic on the meanings and definitions. I aim to have one individual/one paired and one Group piece of work per year, the individual piece of work is usually a written outcome based on one of the topics – this year in Year7 it has been living near volcanoes and in Year 8 the levels of development within countries and their indicators. The plan is for the new theory/topic key words to be introduced – there is usually teacher led lessons following a decided route. Once achieved a project, task or outcome is set or agreed with the class. The criteria and expectations with exemplars are shared, starting points given and then teamwork, cooperation, problem solving and learning takes place to complete the tasks.

Curriculum Intent statement:

Geography should inspire in pupils a curiosity and fascination about the world and its people and the relationships that exist. Geography should equip pupils with knowledge about diverse people and places, resources and both natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils grow, their growing knowledge about the world should help them to understand the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills explain how the Earth's features at different scales are shaped, how man and the everyday world are interconnected but change over time. Students should leave with an enquiring and investigative mind, they should understand basic concepts about the world but should have acquired the skills to find out more.