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| **Geography - Year 7 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
| **Unit 1** | **Becoming Geographers and Geology Rocks** | **Number of lessons in sequence** | **15 x 1 hour lessons** |
| **Overarching Curricular Goals** | ***Geography is the study of Earth as the home of people.***- Yi-Fu Tuan***The earth is 4.6 billion years old. If this were a day, humans have occupied it for 1 second.*** – Museu do Amanhã**By the end of this unit students will:** Be able to describe and carry out some of the essential skills a geographer needs, including differentiating the types of geography around us, describing how these geographies are inherently inter-related, as well as locating ourselves within a world map and identifying features of OS maps that indicate topographyBe able to identify and show an understanding of our limited existence within geological time using key vocabularyBe able to explain how the rock that makes up our planet is in a constant state of dynamic change within the rock cycle, with comprehension of how the life times within this cycle are incomparable to our ownBe able to describe and explain the geological features of our local area, as well as a select few of significant geological features around the world on a variety of continentsBe able to explain why our continents used to be in a different position and how we know this, and how this relates to the tectonic hazards humans experience**Knowledge students will secure:**\* Geography is categorised into human and physical features and processes\* Continents are split into countries, regions, counties, and settlements\* Merseyside and the UK have uneven land shown in maps\* The Earth is 4,600 million years old. Geologists split this time into different periods, we are in the Quaternary period\* Rock is all part of a cycle, there are three main types of rock: igneous, metamorphic and sedimentary\* Our region, like all areas of the world, has specific rock types\* The rock cycle has created interesting rock formations, which are interlinked to the Earth’s four layers and consequent tectonic activity at plate boundaries\* Evidence that the world's continents used to be joined together is shown by geological patterns\* A large amount of igneous rock comes from volcanic eruptions, shield volcanoes in Iceland can cause problems**Skills students will develop:** Competence in a range of skills in using maps, photographs, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions (study like a geographer)Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, and to contemporary situations and issues such as tectonic hazards; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography) | **Links to National Curriculum & prior learning****Building for future learning** | **KS2:** This Unit will recall and develop in more depth the knowledge and skills that students have gained from KS2…‘Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge:’Locational knowledge: **-** pupils should locate the world’s countries, using maps to locate specific countries of Europe, North and South America, and Africa, concentrating on their key physical features- pupils should name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers); and understand how some of these aspects have changed over time- pupils should identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern HemisphereHuman and physical geography:- pupils should describe and understand the key aspects of physical geography, including mountains, volcanoes and earthquakesGeographical skills:- pupils should use maps, atlases, photographs, graphs, globes and digital computer/ mapping to locate countries and describe features - use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps and graphs **KS3 and 4 curriculum links**:This topic, which builds a foundation for students to understand how to work as geographers, is a spring-board for a number of different topics across Key Stage 3 and 4:Year 7 – Unit 2: migration is sometimes caused by natural hazards/ Unit 3: the world’s physical (geological) features are always changing, created by natural processes over long periods of time that extend beyond the vision within our lifetimesYear 8 – Unit 1: timescales in physical geography are evidenced by the earth beneath us, and human activity impacts them significantly/ Unit 2: physical processes cause natural hazards, which can have significant impacts on humans/ Unit 3: the geology of different continents provides important natural resources, the location of countries within each continent impacts on their development and climateYear 9 – Unit 1: physical processes we can’t see can still have a significant impact on human lifeYear 10 – Unit 1 Section A: plate boundaries and tectonic hazards, Unit 1 Section C: geological features are always changing, created by natural processes over long periods of time |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class and home learning.** | ***Opportunities for wider reading/Listening/watching*** |
| human (geography), physical (geography), continent, country, region, settlement, compass, relief, quaternary period, ice age, epoch, era, igneous, metamorphic, sedimentary, inner core, outer core, mantle, crust, continental drift, constructive plate boundary, destructive plate boundary, convection currents, fossils, Pangea, composite volcano, primary effects, secondary effects, ash cloud, magma, lavaKO - [..\..\Year 7\NEW CURRICULUM\Unit 1 - What is a Geographer and Geology\Revision\Year 7 Unit 1 KO.docx](file:///C%3A%5CUsers%5Cghcle%5CAppData%5CLocal%5CPackages%5Cmicrosoft.windowscommunicationsapps_8wekyb3d8bbwe%5CLocalState%5CFiles%5CS0%5CYear%207%5CNEW%20CURRICULUM%5CUnit%201%20-%20What%20is%20a%20Geographer%20and%20Geology%5CRevision%5CYear%207%20Unit%201%20KO.docx) | **Knowledge support** – Knowledge organisers provided as a foundation for accessing new content, particularly in relation to geological timescalesExtended revision booklets alongside KOs to provide more detailed material and visuals for revising case studies and inter-related processesClassroom displays also utilised as a support for students locational knowledge and vocabulary.**Reading support -**Key features in all extended text put in bold, highlighters provided for reading through together. Use of the visualiser to read through as a class, then ask students to identify any words they don’t know and discuss meanings as a class and annotate.**Support** – Sentence starters and writing frames for extended writing, visual cues used as a discussion point and mind maps created to provide a basis for this. Slowly reducing support to increase independence throughout the unit. Use the visualiser to model, share good practice to support students in developing confidence. If available, a pre-completed task in a different class exercise book or my own exercise book used as a model.**Skill** | **Opportunities for inclusion of challenging content -** Impacts of Volcanic Eruptions on Humans and the Environment – volcanic eruptions can both cool the planet and warm it when releasing sulphur dioxide and other greenhouse gases. Pyroclastic flows and lahars can cause immediate destruction, particularly due to the composition of their layers.Geological Timescales and the Climate Crisis – geological evidence through fossil study and carbon dating presents us with information about the six mass extinctions of the Earth’s history, relating to tectonic events as well as temperatures connected to levels of greenhouse gas in the atmosphereSupervolcanoes and Tsunamis – as a result of the earth’s tectonic activity within the mantle, supervolcanoes pose the threat of widespread extinction, and are difficult to prepare for. Tsunamis can also cause huge damage to coastal areas**Useful websites to stretch students**World geology - <http://www.onegeology.org/extra/kids/geology_around_the_world.html>Volcanic eruptions - <https://geology.com/volcanoes/>Continental drift -<https://www.nationalgeographic.org/encyclopedia/continental-drift/> | **Read** – Articles to be identified to provide stretch and challenge for higher ability students, encouraging awareness of geological timescale, significant geological features across the world and contemporary issues, e.g.: volcanic eruptionsSupervolcanoes - <https://www.bbc.co.uk/news/science-environment-25598050>Geology and the origins of life - <http://resourceclips.com/2020/06/17/geology-and-genesis/>Geology in higher education and careers - <https://news.illinoisstate.edu/2020/06/laying-a-foundation-bone-scholar-carving-out-career-in-geology-field/>Geological studies on other planets - <https://thenextweb.com/syndication/2020/06/19/how-martian-meteorites-helped-scientists-decode-the-red-planets-geology/>Geology reveals lost worlds - <https://www.express.co.uk/news/science/1300935/atlantis-map-lost-continent-zealandia-ocean-floor-geology-photos> Eruption in Alaska linked to Rome - <https://www.sciencealert.com/alaskan-volcano-eruption-linked-to-fall-of-roman-republic-says-study>Evidence shows volcano in Japan in 1100s caused a famine across Europe - <https://www.express.co.uk/news/nature/1300723/volcano-news-volcanic-eruption-japan-mount-asama-Yellowstone> **Listen –** Variety of podcasts available on The Geological Society website: <https://www.geolsoc.org.uk/podcasts>**Watch** – Documentaries available on YouTube, Netflix and BBC iPlayer including ‘Planet Earth’ and ‘A Perfect Planet’, as well as:‘Walking with Monsters’ - <https://www.dailymotion.com/video/x1waog9> ‘Faces of Earth: Shaping the Planet’ - <https://www.youtube.com/watch?v=yWezU1P6dM0> ‘Living Rock: an Introduction to Earth’s Geology’ - <https://www.youtube.com/watch?v=c8chZI6Lc2I&t=129s> ‘The Planets’ - <https://www.bbc.co.uk/iplayer/episodes/p07922lr/the-planets> ‘Making North America’ - <https://www.pbs.org/video/nova-making-north-america-origins/>  |

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| **What is a Geographer? (Part 1)** | **Sequence of Learning:Lesson Title** |  Key Concepts**Skills**Case studies/ Examples | **Assessment** | **Homework** | **Furthering Cultural Capital/****Opportunities for reading/speaking** | *Recall* and links to prior or future topics/ **Cross-curricular links** | **Lesson Resources** |
| **1**  | Introduction to types of geography | Geography is categorised into human and physical features and processesLiverpool, UK |  |  |  |  | Lesson Powerpoint - [T:\Geography\Year 07\NEW CURRICULUM\Unit 1 - What is a Geographer and Geology\Lesson 01 - What is a Geographer\Lesson 1 What is a Geographer.pptx](file:///T%3A%5CGeography%5CYear%2007%5CNEW%20CURRICULUM%5CUnit%201%20-%20What%20is%20a%20Geographer%20and%20Geology%5CLesson%2001%20-%20What%20is%20a%20Geographer%5CLesson%201%20What%20is%20a%20Geographer.pptx) |
| **2** | UK and world maps | Continents are split into countries, regions, counties, and settlements**UK and world map reading, compasses** |  | Map reading task | Understanding our local, national and international place in the world | Year 7 Unit 1 and 3 world rock types and migration patterns, Year Unit 1 and 2 weather patterns and global ecosystems | Lesson Powerpoint - [T:\Geography\Year 07\NEW CURRICULUM\Unit 1 - What is a Geographer and Geology\Lesson 02 - UK and World Maps\UK and World Maps.pptx](file:///T%3A%5CGeography%5CYear%2007%5CNEW%20CURRICULUM%5CUnit%201%20-%20What%20is%20a%20Geographer%20and%20Geology%5CLesson%2002%20-%20UK%20and%20World%20Maps%5CUK%20and%20World%20Maps.pptx) |
| **3**  | OS map shape of the land | Merseyside and the UK have uneven land shown in maps**OS map relief and land height**Liverpool and the Lake District | Self-assessed homework task |  | Understanding our place in the physical world | Year 7 Unit 3 UK landscapes in OS map, Year 8 Unit 1 local green spaces**Maths** | Lesson Powerpoint - [T:\Geography\Year 07\NEW CURRICULUM\Unit 1 - What is a Geographer and Geology\Lesson 03 - OS Shape of the Land\Lesson 3 OS Map Shape of the Land New.pptx](file:///T%3A%5CGeography%5CYear%2007%5CNEW%20CURRICULUM%5CUnit%201%20-%20What%20is%20a%20Geographer%20and%20Geology%5CLesson%2003%20-%20OS%20Shape%20of%20the%20Land%5CLesson%203%20OS%20Map%20Shape%20of%20the%20Land%20New.pptx) |
| **4**  | Fieldwork opportunity | Students use OS map skills to navigate the school**Grid reference and map symbol reading** |  |  | Opportunity to explore their daily surroundings through the skills of OS map navigation |  |  |
| **Geology Rocks (Part 2)** | **Sequence of Learning:Lesson Title** |  Key ConceptsCase studies/ Examples**Skills** | **Assessment** | **Homework** | **Furthering Cultural Capital/****Opportunities for reading/speaking** | *Recall* and links to prior or future topics/ **Cross-curricular links** | **Lesson Resources** |
| **5****6**Local**7** | Geological timescales | The Earth is 4,600 million years old. Geologists split this time into different periods, we are in the Quaternary period**Understanding timescales** |  |  | Broadening time perspective outside of the Anthropocene, opportunity for speaking to challenge students in identifying our place in the Earth’s history*Scholarship reading on the Anthropocene article* |  |  |
| Rock cycle | Rock is all part of cycle, there are three main types of rock |  | Key vocab flaschards on Geographer skills and the basics of Geology*Challenge article on the origin of life*[T:\Geography\Year 07\NEW CURRICULUM\Unit 1 - What is a Geographer and Geology\Homework\Year 7 Geology Homework.pptx](file:///T%3A%5CGeography%5CYear%2007%5CNEW%20CURRICULUM%5CUnit%201%20-%20What%20is%20a%20Geographer%20and%20Geology%5CHomework%5CYear%207%20Geology%20Homework.pptx) | *Opportunity to read challenge article on the geology of other planets* | *DO NOW focused on timescales recall*Year 7 Unit 3 terrestrial transformations coastal and fluvial rock types**Chemistry rock types** |  |
| Merseyside rock types | Our region, like all areas of the world, has specific rock types**Thematic map reading**Merseyside | Self-assessed low-stakes quiz |  |  | Year 7 Unit 3 Dee Cliffs erosion |  |
| **8** National**9** | UK rock formations | The rock cycle has created interesting rock formationsGiant's Causeway, Ingleborough Caves, White Cliffs of Dover | Teacher-marked extended writing to summarise the rock cycle |  | Exploring significant geologies of our country | Year 7 Unit 3 erosional processes |  |
| Improvements |  | Improving extended writing |  |  |  |  |
| **10****11**International**12****13** | Earth's layers | The Earth has four different layers, the crust is made of tectonic plates which are moving**Use of key vocabulary to explain constructive and destructive plate boundaries** | Peer-assessed Figure study |  | Learning where rock comes from | **Physics earth's layers** |  |
| World rock types | Evidence that the world's continents used to be joined together is shown by geological patterns**World maps, identifying location** Formation of the Alps (Europe), Yellowstone National Park (USA), Zuma Rock (Nigeria) | Teacher-marked extended writing to explain the evidence for continental drift | Rock types and plate boundaries revision poster*Challenge video on supervolcanoes*[T:\Geography\Year 07\NEW CURRICULUM\Unit 1 - What is a Geographer and Geology\Homework\Year 7 Geology Homework.pptx](file:///T%3A%5CGeography%5CYear%2007%5CNEW%20CURRICULUM%5CUnit%201%20-%20What%20is%20a%20Geographer%20and%20Geology%5CHomework%5CYear%207%20Geology%20Homework.pptx) | Developing knowledge of our moving continents, opportunity to read the theories of continental drift first put forward by Abraham Ortelius in 1596*Opportunity to read challenge article on ‘lost worlds’* | *DO NOW focused on rock cycle, earth’s layers and plate boundaries recall*Year 7 Unit 2 world migration patterns, map understanding |  |
| Volcanic Eruptions | A large amount of igneous rock comes from volcanic eruptions, Shield volcanoes in Iceland can cause problemsEyja, Iceland eruption | Self-assessed writing task |  | Learning of a significant tectonic event in recent human history that had international impacts*Opportunity to read challenge article on Japan’s Mount Asama eruption in the 1100s* | Year 8 Unit 2 and 3: living with natural hazards, geothermal energy**English natural hazards creative writing task** |  |
| Improvements |  | Improving extended writing |  |  |  |  |
| **Revision Week** |  |  |  |  |  |  |  |
| **Assessment Week (AP1)** |  | ***The earth is 4.6 billion years old. If this were a day, humans have occupied it for 1 second.*** | Entire unit, knowledge-based |  |  |  |  |