

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn</b>  <b>Half Term 1</b>	How can we use OS maps to investigate places? <ul style="list-style-type: none"> <li>OS map skills and aerial photos</li> <li>OS maps will be used to investigate our local area</li> <li>Continents and oceans – including strategies to remember them</li> <li>Use of atlases to describe the locations of places.</li> </ul>	<ul style="list-style-type: none"> <li>Key Topic Test 1 - Map Skills and the world map</li> </ul>	This topic has been included early on to ensure pupils have basic knowledge moving forwards, but OS maps are integrated throughout the curriculum so are revisited regularly. Skills covered: <ul style="list-style-type: none"> <li>Use of key</li> <li>Direction</li> <li>Scale and measuring distance</li> <li>Grid references (4 and 6)</li> <li>Interpreting height and slope</li> <li>Atlas skills – finding places using the index.</li> <li>GIS – an introduction to Digimaps</li> <li>Application of skills to investigate local area at different scales (school grounds and Droylsden/Greater Manchester)</li> <li>Continents and oceans and their locations.</li> </ul>	<ul style="list-style-type: none"> <li>Key word glossaries provided and words tested.</li> <li>Challenging text – what is Geography?</li> </ul>
<b>Autumn</b>  <b>Half Term 2</b>  <b>Spring</b>  <b>Half Term 3</b>	'To what extent is the world unequal?' <ul style="list-style-type: none"> <li>Pupils will study poverty and the different ways we can measure global development.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Expert Quiz - Development key words</li> <li>Fast fashion extended writing based on global impacts will be teacher assessed using success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>A range of our curriculum themes are present within this topic, including diversity/inequality and conflict, risk &amp; management. These themes feature throughout different topics to be studied at both KS3/4 in Geography.</li> </ul>	<ul style="list-style-type: none"> <li>Key word glossary with a follow-up key word test</li> <li>Guided reading based on fast fashion challenging text (accompanied with comprehension questions)</li> <li>Extended piece of writing based on fast fashion, with support including sentence</li> </ul>

	<ul style="list-style-type: none"> <li>• Different global strategies to reduce poverty will be evaluated.</li> <li>• Pupils will study 'fast fashion' and its global social, economic and environmental impacts.</li> </ul>		<ul style="list-style-type: none"> <li>• Understanding that there are variations in wealth and development is a key concept which needs to be known in order to access other topics in Geography. It is a significant topic to be taught early in KS3, to encourage our pupils to reflect on their own experiences of everyday life.</li> </ul>	<p>starters/writing frames and key words to use.</p> <ul style="list-style-type: none"> <li>• Oracy opportunity – pupils do an "oracy lesson" in preparation for their written task. pupils discuss advantages and disadvantages of fast fashion in preparation for their write up. Talk tactics will be used. Bullseye/concept cartoon activity to be completed. A full lesson has been allocated for this.</li> </ul>
<p><b>Spring</b></p> <p><b>Half</b></p> <p><b>Term 4</b></p>	<p>'Is the Geography of Russia a curse or a benefit?'</p> <ul style="list-style-type: none"> <li>• Pupils will study the landscape and different biomes found in Russia.</li> <li>• Russia's climate will be considered, whether it helps or hinders the Russian economy.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Topic Test 2 – including both development and Russia.</li> </ul>	<ul style="list-style-type: none"> <li>• This topic covers a range of subject themes including locational/place knowledge and conflict, risk/management. Pupils will continue to develop their knowledge in applying knowledge to a globally significant country.</li> <li>• Pupils will revisit GIS.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will study an extract based on Russia from 'Prisoners of Geography' book</li> <li>• Oracy opportunity – Pupils will complete a presentation about Russia. This considers factors about Russia's geography and how this affects Russia. Pupils work in groups set by the teacher, and present to each other.</li> </ul>

	<ul style="list-style-type: none"><li>• GIS will be used to help pupils investigate Russia further.</li><li>• Russia's resources and the influence that they give them internationally.</li><li>• Russia's interest in the North Pole's resources will be studied.</li><li>• Russia and Ukraine – the factors influencing the invasion of Ukraine and the role of NATO.</li></ul>			
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<p><b>Summer</b></p> <p><b>Half Term 5 and 6</b></p>	<p>Revision for Year 7 Knowledge and Skills Assessment</p> <ul style="list-style-type: none"> <li>• Successful Learners session for revision strategies – flash cards, quizzing and brain dumps.</li> </ul> <p>How will the Jam Factory housing development affect the local area?</p> <ul style="list-style-type: none"> <li>• Pupils will complete a local fieldwork visit to the site and collect data (EQS and traffic count).</li> <li>• Data collected will be presented in a range of graphs/charts and then used to write-up an overall conclusion, answering the</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and Skills Assessment on everything learned in Year 7.</li> <li>• Pupil's write-ups for the Jam Factory Investigation will be assessed, as an extended piece of writing and an oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will develop a range of skills in these two topics – data collection skills, presenting data and OS map skills. These will be used within various future KS3/4 Geography.</li> <li>• The local investigation will give pupils an opportunity to apply and develop previous geographical knowledge of the local area. This links directly to our 'personal geography' theme. Also, pupils will get an opportunity to complete local fieldwork, early on in Year 7, to develop their local understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging text on the Jam Factory re-development with comprehension questions</li> <li>• Extended piece of writing, using a success criteria for investigation write-up</li> <li>• Discussion considering stakeholder opinions.</li> </ul>
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