

Curriculum Plan for Academic Year 2022-23:

Geography

Kites ARB, Cape Cornwall School

| | Autumn Term (A) | Autumn Term (B) | Spring Term (A) | Spring Term (B) | Summer Term (A) | Summer Term (B) |
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| Unit | Continents (Locational Knowledge) | Population (Human and Physical Geography) | Environment, Weather and Climate (Human and Physical Geography) | Oceans (Human and Physical Geography) | Physical Geography (Human and Physical Geography) | Countries and Cultures (Locational Knowledge) |
| Topics | <ul style="list-style-type: none"> Identifying Continents Countries and Continents World Maps (Structure of the Earth) Continents and Maps Geographical History | <ul style="list-style-type: none"> Introduction to Population Population Data Population around the World China's one child policy Population Hotspots and Density Changing Population Migration Push and Pull Factors | <ul style="list-style-type: none"> Environment Environmental Dangers Earth's Atmosphere Damage to the Atmosphere Weather and Climate Relationships between the atmosphere and climate Renewable Energy and Fossil Fuels The Water Cycle | <ul style="list-style-type: none"> Oceans of the World Ocean Currents Life in the Ocean Dangers to Oceans Dangers from the Ocean Exploring the Oceans | <ul style="list-style-type: none"> Geological Timescales Plate Tectonics Rocks, weathering and soils (Weather and Climate) Changes in Climate Glaciation Hydrology Coasts | Case Study on Different Countries from around the World: <ul style="list-style-type: none"> India China South Africa Australia Mexico Brazil |
| Learning Objectives | <p>To understand the difference between a country and a continent.</p> <p>To look at the different continents on Earth and their key facts.</p> <p>To be able to recognise different continents by their shape.</p> <p>To understand the different ways Earth appears on 2D and 3D maps.</p> <p>To be able to understand where we fit in on a world map as well as within a continent.</p> <p>To understand the structure of the earth and that continents move over time.</p> <p>To have a basic understanding of geographical history.</p> | <p>To understand what is meant by population.</p> <p>To be able to observe and evaluate data relating to population around the world.</p> <p>To understand what is meant by China's one child policy and discuss advantages and disadvantages of a one child policy.</p> <p>To understand what is meant by population density and population hotspots and be able to calculate population density using a formula.</p> <p>To be able to observe how population has changed through history.</p> <p>To understand what is meant by migration.</p> <p>To understand why migration happens with particular focus on push and pull factors.</p> | <p>To understand what is meant by "Environment" and to be able to name some of the risks to the environment, their causes and ways to avoid them.</p> <p>To understand what is meant by the atmosphere and why it is important to life on Earth.</p> <p>To understand the different levels of the Earth's atmosphere and the effects of damage to the atmosphere.</p> <p>To understand what is meant by weather and climate and how they are different to each other.</p> <p>To understand where certain examples of weather and climate can be found.</p> <p>To understand what is meant by renewable energy and fossil fuels and how they can affect the environment.</p> <p>To understand what is meant by the water cycle.</p> | <p>To have a basic understanding of facts relating to the five world oceans.</p> <p>Will understand that oceans comprise more of the planet than land.</p> <p>To be able to understand more about the oceans in our locality.</p> <p>To be able to understand what is meant by an ocean current and to be able to understand how this influences climate and temperature changes.</p> <p>To have an understanding of some of the life found in different parts of the oceans as well as at different depths.</p> <p>To understand some of the dangers that the ocean faces and the effects that this can have on the wider world.</p> <p>To have an understanding of some of the dangers that the sea can pose to people.</p> <p>To have an understanding of some of the key roles oceans have played in history as well as exploring some of the things found on the sea bed.</p> | <p>To have an understanding of what is meant by a geological timescale as well as being able to observe changes that have happened to Earth over time.</p> <p>To understand what is meant by tectonic plates and the effects of their movement.</p> <p>To be able to observe and evaluate different types of rock, soil and structure of the ground.</p> <p>To understand the difference between climate and weather and explain some of the factors that influence climate change.</p> <p>To explore examples of glaciers and understand what they are and how they are formed.</p> <p>To increase understanding of the water cycle and understand the different stages that water moves through.</p> <p>To understand how and why coastal erosion happens.</p> | <p>To be able to learn about the facts and cultures of different countries. (Learning Objective extends across given countries).</p> |

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| Learning Outcomes | <p>Students will start by looking at the key differences between a country and a continent as well as the different continents found around the world. Students will conduct a similar research task to the last unit of the year which looks at finding out facts about the different continents (e.g. population, largest cities and location). Students will understand the differences between the continent of Europe and the European Union and that one is political and the other is geographical. Students will then look at some world history and how other continents were discovered, when they were discovered and their original inhabitants. Throughout this topic it is important to continually highlight the differences between a continent and a country as this is where there is likely to be many misconceptions. Understanding and explaining the differences between a country and a continent. Being able to name different continents.</p> | <p>Students will look at what is meant by the term population and how it can be used to describe the population of the entire world, or of a smaller community. They will then look at how the population has increased over time and create a bar chart which shows world population. Students will look at the different populations in other countries such as China and India as well as less-populated countries such as Iceland. Following on from the data regarding China's population, students will then look at the one child policy and look at opinions that are in favour and against the programme. Students will look at what is meant by a population hotspot and create a visual map which shows where areas are particularly densely populated. Students will then look at changing populations and why people migrate. They will organise a list of push and pull factors relevant to different countries.</p> | <p>Students will understand what is meant by environment and will be able to name some of the risks that the environment faces. Students will have a good overall understanding of the atmosphere of the earth and its importance. Students will understand how certain factors can have a knock-on effect with the atmosphere which in turn can damage the climate. Students will understand what is meant by fossil fuels and renewable energy and will be able to provide examples of each. Students will have an understanding of what is meant by the water cycle and how it operates.</p> | <p>Students will be able to name the five oceans as well as recalling facts about each one and being able to place them on a map of the world. They will also have an understanding of the oceans around the UK and the surface coverage of oceans compared to land. Student will be able to name some of the animals found in the sea and explain that some of these exist at different depths and in different places around the world. Students will understand some of the dangers which threaten oceans around the world and how these can be reduced or avoided. Students will also understand dangers posed by oceans in both a climate and safety context. Students will have basic knowledge about the use of oceans historically and will have an understanding of its depth and content.</p> | <p>Students will be able to name different periods of geographical history and understand some of the changes that have happened to the Earth over time. Students will understand what a tectonic plate is and how they move over time. Students will understand how different types of rock are formed and gain knowledge about layers of ground. Students will revisit topics on weather and climate and climate change. Students will understand what a glacier is and how they are formed. Students will have an understanding of the water cycle and revisit areas of this from the spring term unit. Students will understand what is meant by coastal erosion and how it happens.</p> | <p>Students will be able to recall facts about the cultures of different places around the world.</p> |
| Key Words | <p>Continent, Country</p> | <p>Density, Hotspot, Population</p> | <p>Environment, Weather, Climate, Atmosphere, Renewable</p> | <p>Temperature, Climate, Pollution, Drift, Gulf Stream, Current</p> | <p>Erosion, Glacier, Coast, Tectonics, Sedimentary, Igneous, Metamorphic.</p> | <p>Country, Culture</p> |
| Activities, Practical Tasks and Assessment | <ul style="list-style-type: none"> • Fact Sheets • End of topic assessment | <ul style="list-style-type: none"> • Taking the size of the classroom and the number of students to work out density. • End of topic assessment | <ul style="list-style-type: none"> • End of topic assessment | <ul style="list-style-type: none"> • Worksheets and Written Tasks • Documentary Extracts • End of Topic Assessment • Observation of Pollution in Local Area | <ul style="list-style-type: none"> • End of Topic Assessment | <ul style="list-style-type: none"> • Case study of different places. • Fact sheets |