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| Year 7: People and Places  Autumn 2 (7 weeks):  **Why are we studying this unit of work?**  This unit is designed to build upon the KS2 curriculum. It allows pupils to develop their knowledge and understanding of world locations, as well as the human, physical and environmental features of locations across the Global. Pupils will also develop their knowledge and understanding of human and physical Geography. This unit will allow pupils to build upon their geographical skills.  **How does this unit build on students’ prior learning?** This unit builds on the foundations that have been introduced at KS2, allowing pupils to develop a more complex understanding of global locational knowledge, building on their understanding of global places by stretching their knowledge beyond the UK, Europe and North and South America. It will provide those pupils who have not developed a concrete understanding at KS2 the opportunity to acquire and build upon this.  **How does this unit provide a foundation for future learning?** It provides a concrete base for the weather and climate topic which will follow in term 2; allowing pupils to study more complex connections between climatic zones and the physical environment. It will provide pupils with a foundation for the People Everywhere topic in term 3, and World of Work and World Development topics in Year 8. It also provides a foundation for the KS4 unit of Urban Issues and Challenges which builds a more complexed understanding of urbanisation.  **SMSC/Careers:** Creating and interpreting maps and graphs – link to Maths. World ecosystems – links to Science. Skills builder: Team work, Problem Solving, Aim High, Speaking and Listening. Careers – relief agencies, charitable work, armed forces, environmentalist, journalist.  **Summative assessment:** Assessments covering this topic, a range of Geographical skills and understanding of key terminology.  End points:  **Lower ability: Students can: use maps to locate continents, oceans and the countries studied. Locate major cities in the areas studied. Describe the key human and physical characteristics of each region. Locate a region in Europe and a region in Asia. Describe the key human and physical geography of each region. Identify some comparisons between the human and physical geography of a region in Europe and Asia. Use 4 figure grid references. Identify physical features using aerial and satellite images. View human and physical features of different locations using GIS.**  **Middle ability: In addition to the basic response students can: Describe geographical locations using specific details. Describe factors which lead to changes in areas. Describe the location of a region of Europe and a region of Asia using specific details. Describe links between the human and physical geography of regions in Europe and Asia. Describe comparisons between the human and physical geography of a region in Europe and Asia. Use 4 and 6 figure grid references to interpret Ordnance Survey Maps. Use scale to measure distances using an Ordnance Survey map. Use aerial, satellite images, and GIS to view and interpret physical features and make connections to human influences in those locations.**  **Higher ability: In addition to the clear response student can: Describe geographical locations using precise details and accurate points of reference. Explain the biotic and abiotic influences in biomes and how these can change over time. Describe the location of a region of Europe and a region of Asia using precise details and accurate reference points. Explain links between the human and physical geography of regions in Europe and Asia. Make detailed comparisons between the human and physical geography of a region in Europe and Asia. Use 6 figure grid references and scale to interpret Ordnance Survey Maps. Use of topographical and other thematic mapping to determine the shape and characteristics of an area using an Ordnance survey map. Use aerial, satellite images, and GIS to interpret and analyse physical features and make connections to human influences in those locations.**  Literacy Focus:   * SPaG focus – Punctuation * Vocabulary – Frayer / PUSH * Oracy – Structured talk / Class discussion * Writing – Paragraph structure * Reading – Skimming and scanning | | | | | |
| Time | Non negotiables | | | Adapt to the needs of the class | |
| Key Idea | Content | Key Vocabulary / Case Study | Suggested approaches to learning and resources | Assessment/Homework/Cross-curricular links |
| 1. | Which countries make up the UK? | Know more: What are the different countries within the UK?  Do more: Use an atlas to locate major UK cities.  Go further: Use problem solving to locate major features in the UK. |  | Connect: Flashback recall  Content: Atlas task  On a blank map label   * The 4 countries that make up the UK * Major cities within the UK * Upland and lowland areas * Makor river systems   Checkpoint: Which of the following are countries in the United Kingdom?  Concentration: 10 comprehension questions based on the atlas task. Green pen self-assessment.  Consolidation: 5,3,1  Challenge:  Support:  Notes: | Self-assessment |
| 2. | What are the features of the UK? | Know more: What are the key features of the countries in the UK?  Do more: Create a travel blog to explain why people travel to the UK.  Go further: Use creativity to write a travel blog for the UK. |  | Connect: Flashback recall  Content:  Recap the 4 different countries part of the UK.  Create a fact file about each of the countries:   * Population * Capital cities * Tourist attractions * Terrain * Spoken languages * Main religion * Draw the flag for the country   For the capital cities make notes of:   * Population * Founded * History? Historical use?   Checkpoint: What are the key features of the countries of the UK?  Concentration: Use the fact files to create a travel blog for a tourist coming to the UK.  Consolidation: green pen corrections | Self-assessment |
| 3. | Which physical features can be seen in the Lake District? | Know more:  What are the different physical features that can be seen in the Lake District?  Do more:  Explain how past glacial periods have shaped the Lake District.  Go further: Use problem solving to locate physical features of the Lake District. | PUSH Physical features | Connect: Flashback recall  Content:  Class discussion – what do we know about the lake district?  Describe the location of the lake district using compass directions.  Discuss why this is a special location – use images to prompt ideas.  PUSH: Physical features  Describe the location of mountains, valleys and river systems  Discuss contour lines and what they can tell us about the shape of the land.  Discuss how this has been shaped by glaciers in the past and the ice age. Look at a map that shows the extent that the ice age used to cover in the past and a graph to show when the last ice age happened.  Checkpoint: Which of the following are physical features that can be seen in the lake district?  Concentration: Explain how past glacial periods have shaped the landscape in the lake district.  Consolidation: Exit ticket  Challenge:  Support:  Notes: | Exit ticket |
| 4. | How do human features compare between the north and south of England? | Know more:  Which human features can be seen in the UK?  Do more:  Explain the differences between the north and south of England.  Go further: Use teamwork to discuss how the north/south divide impacts quality of life. | PUSH: North/south divide | Connect: Flashback recall  Content: Recap what human features have we looked at in previous lessons? Link to cities studied and the major cities in the NE of England (Newcastle, Sunderland and Durham).  Use graph to show the economic change in the NE.  Look at the major transport links in the UK and NE (Metro, bus links, train links, Airports, Underground).  PUSH: North/south divide  Image of the N/S divide and discuss as a class what this shows.  Look in detail at how the N and S differ by creating a fact file on Newcastle and London.  Look at:   * Income * Employment rate * Life expectancy * Education level * Poverty rate * Availability of services * Living conditions/house prices   Discuss how this would impact quality of life. (access to healthcare, education, job opportunities, housing).  How is the government trying to combat this? - Link to the northern powerhouse iniative.  Checkpoint: What is the north/south divide?  Concentration: Explain the differences between the north and south of England.  Consolidation: 5 true or false questions    Challenge:  Support:  Notes: | CCC – History and the industrial revolution when looking at coal mining and ship building and the development of the transport and services. |
| 5. | Why do people visit Italy? | Know more: Which human features can be seen in Italy?  Do more: Create a travel blog to explain the human features in Italy.  Go further: Use teamwork to discuss why Italy is important worldwide. |  | Connect: Flash back recall  Content: Class discussion about what they already know about Italy.  Map of Italy and use an atlas to locate the major cities. Then complete an around the room activity to create a mini fact file on each on them. Challenge: What are the similarities and differences between the places and why do you think there are these similarities/differences.  Class discussion why is Italy important worldwide? - Link to tourism, fashion, cars, food and wine. Add ideas to map from the start of the lesson.  Checkpoint: Which of the following are human features that can be seen in Italy?  Concentration: Write a travel blog imagining you have travelled around Italy.  Consolidation: Green pen corrections  Challenge:  Support:  Notes: | Peer asses |
| 6. | Is Italy dangerous? | Know more: Which physical features can be seen in Italy?  Do more: Create a diary entry explaining what it is like to live near a volcano.  Go further: Use creativity to create a diary entry imagining you live near a volcano. | PUSH: Tectonic Hazards | Connect: Flashback recall  Content: Recap the major cities and landmarks and discuss how these cities/landmarks have been influenced by physical features.  Atlas/map task to draw mountain ranges (Alps, Apennines), rivers (Po river, Tiber river), Coastlines (Mediterranean), Volcanoes (Mt Vesuvius, Mt Etna).  PUSH: Tectonic Hazards  Case study of Mt Vesuvius.  Start with video then comprehension question:   * Where is Mt Vesuvius? * What is the current state/activity? * When was the biggest eruption? * How eruptions impact the area in a positive and negative way.   Checkpoint: Which physical features can be seen in Italy?  Concentration: Create a diary entry of what it is like to live near Mt Vesuvius.  Consolidation: Do you think it is more dangerous living in Italy or Russia?  Challenge:  Support:  Notes: |  |
| 7. | Is Russia a superpower? | Know more: How have natural resources led to the development of Russia?  Do more: Explain the importance of natural resources in Russia.  Go further: Aim high to explain why natural resources are important to Russia. | PUSH: Superpower | Connect: Flashback recall  PUSH: Superpower  Content: Describe the location of Russia.  Discuss the size of Russia and how diverse the area is – terrain, climate graphs.  Discussion: What natural resources does Russia have? (oil, gas, minerals and timber).  How and why is this important to Russia and the wider world. Does the UK rely on them? Why does this make Russia powerful.  Where are the natural resources found?   * Siberian plains (oil) * Ural mountains (minerals) * Forests (Timber)   How has the placement of natural resources influenced the locations of cities? (Moscow, Saint Petersburg, Siberian cities eg Novesibirsk).  Checkpoint: How have natural resources such as oil and gas led to Russia becoming a superpower.  Concentration: Explain why natural resources are important to Russia.  Consolidation: Use the PUSH word in a sentence  Challenge:  Support:  Notes: | CCC – Maths linking to the climate graphs |
| 8. | How do Asia and Europe compare? | Know more: How are Asia and Europe similar and different?  Do more: Explain whether you would rather live in Asia and Europe.  Go further: Use problem solving to compare Asia and Europe. |  | Connect: Flashback recall  Content: World map and discuss where Asia and Europe are (link to how Russia spans both of the continents).  RECAP: prior learning on both Russia and Italy – focus on the hazards and the economy  Geographical features look at which is most dangerous:   * Europe focus on Italy (Natural disasters) * Asia focus on Russia (Natural disasters)   Focus both on tectonic hazards.  Look at the table of information about the two places and discuss as a class which they think is the most dangerous.  Economic impact:  RECAP: What has the biggest impact on the economy in each area.  Discuss which country they think is the most powerful and why.  Checkpoint: What are the similarities between Asia and Europe?  Concentration: Explain whether you would rather live in Russia or Italy and why.  Consolidation: Green pen your answer  Challenge:  Support:  Notes: | Self- assess |
| 9. | How do physical and human features shape life in China? | Know more: what are the main human and physical features in China?  Do more: Analyse how physical and human features interact and influence life in China.  Go further: Use problem solving to locate physical and human features of China on a map. |  | Connect: Flashback recall  Content: Describe the location of China.  Discuss why China is important and look at the sectors of the economy over time and what they think it is like there.  What are the physical features in China on a map:   * Mountains (Himalayas, Kunlun) * Rivers (Yangtze, Yellow) * Deserts (Gobi, Taklamakan) * Plain and plateaus (North China Plain, Tibetan)   Look at the human features on a map:   * Population distribution * Major cities   Discuss how he development of cities and the population been influenced by terrain, trade and economic opportunity.  Checkpoint: How have Chinas physical features impacted the human features in China?  Concentration: Explain how physical features have influenced development in China.  Consolidation: Exit ticket  Challenge:  Support:  Notes: |  |
| 10. | How do China and the Uk compare? | Know more: What are the similarities and differences between the UK and China.  Do more: Explain the similarities and differences between resources in the UK and China.  Go further: Aim high to use LOOSE to explain the similarities and differences between the UK and China. |  | Connect: Flashback recall  Content: Recap of topography in the UK and China using maps to remind them on the landscape for both places.  Discuss how the topography has influenced the distribution of the population. Then link to any other factors that may have affected where people live.  Think, pair, share: What natural resources does the UK and China have?  Then discuss what resources do you think they rely on from other countries? Link this to water transfer schemes in England and China.  Information sheet on the importance of resources in the UK and China. (Which resources they have, which resources that are reliant on, and from who, and how they are using renewable energy to try and combat this.) comprehension questions to complete from this.  Checkpoint: What are the similarities between the UK and China?  Concentration: Explain the similarities and differences between the UK and China.  Consolidation: List the different natural resources China and the UK have.  Support:  Notes: | Teacher assess |
| 11. | How is Saudi Arabia becoming wealthy? | Know more: How has Saudi Arabia become a wealthy country?  Do more: Explain how oil has played an important role in the development of Saudi Arabia.  Go Further: Aim high to explain why oil is important to Saudi Arabia. |  | Connect: Flashback recall  Content: Two images one of an oil field and one of Newcastle football team. Class discussion about what they have in common.  Image of Saudi Arabia on a map – write a location description.  Discuss what they already know about why Saudi Arabia’s wealth is growing.  Show students a map of an oil field and give them an information sheet and comprehension questions about the oil industry.  Discuss the impact they have in England – discuss the investment in football. Further comprehension questions about this.  Checkpoint: What has led to economic growth in Saudi Arabia?  Concentration: Explain why oil is important to Saudi Arabia.  Consolidation: Exit ticket  Challenge:  Support:  Notes: | Exit ticket |