DMS Curriculum Plan

SUBJECT: Geography

Geography at Dorchester Middle School intends to create curiosity and build fascination in pupils. By the end of their time with us, we want every child to be in awe of the earth we live on; be able to understand the people we live in the world with and act responsibly for a better sustainable planet. In addition, we want to give the young people the skills to find out more about the world, safely, responsibly and with a critical eye for accuracy and truth. To do this our intent and implementation is designed for pupils to remember more and learn more by weaving knowledge and skills throughout units of learning so that children have time to practice, discuss, reflect and revisit what they have been taught. We carefully follow the National Curriculum and ensure learning is progressive and sequential, giving pupils the opportunity to build on and apply previous knowledge in all units before developing further skills in this subject. Especially in KS3, our curriculum follows closely that of our partner middle schools in the MAT to ensure that students are ready for upper school.

Key Skills in this subject are:

KEY SKILL	EXPLANATION
Knowledge	Demonstrate what you know about range of places, environments and features at a variety of appropriate spatial scales, extending from local to global.
Process	Explain the physical and human conditions and processes which lead to the development of, and change in, geographical features, systems and places. Showing how places are linked and their effect on people and environments.
Investigation	With increasing independence, choose and use a wide range of data (including maps to graphs) to help find out, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.

	Year 5	Year 6	Year 7	Year 8
T1 KNOWLEDGE			To understand what geography is. <u>Weather and Climate:</u> <u>What affects the weather and climate in the British Isles?</u> To be able to explain the difference between weather and climate To describe how we measure and forecast the weather To explain the main factors that cause changes in weather To describe air masses and how they affect the UK To be able to describe the climate in the UK To identify and explain the main types of rain To describe the impact of extreme weather in the UK To describe different climate zones To identify and describe the key factors influencing climate To describe the impacts of climate change	To understand why geography is important. <u>China:</u> <u>Why is China an emerging super power?</u> To investigate what the key physical and human features in China are. To be able to describe and explain where people live in China To describe and explain the population distribution in China. To compare China and the Uk's population structure was in 1960 To identify how China decided to manage its population pressures To evaluate the One-Child Policy To investigate the different types of industry in China To analyse the advantages and disadvantages of the manufacturing industry in China To analyse the advantages and disadvantages of the manufacturing industry in China. To characterise China's political system
T1 SKILLS			Good knowledge of a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global. Show the physical and human conditions and processes which lead to the development of, and change in, geographical features, systems and places. Show which places are linked and some of their effect on people and environments. Use a wide range of data to help investigate and draw some conclusions about geographical questions, issues and problems.	Strong knowledge of a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global. Begin to show the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. Explain which places are linked and the impact such links have on people and environments. Choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and engage with different points of view about these.

T2 KNOWLEDGE			<u>Africa:</u> <u>Why is Africa a continent of contrast?</u> <u>Where is Africa?</u> 1 , To know what biomes there are in the world, especially in Africa. Do over 2 lessons 2 , To interpret climate graphs about Africa. 3 , To plot a climate graph of Timbuktu in Mali 4 , To understand the difference between high pressure and low pressure 5 , To explain how the Global Circulation System causes Africa to have rainforests and deserts	<u>India:</u> <u>How does it compare to China?</u> Lesson 1&2 - L.O identify where India is and what are the human and physical features Lesson 3 – L.O To be able to describe India's population growth Lesson 4&5 - L.O. To undertsand why Indian environments are so diverse Lesson 6&7 – L.O. To Describe and Explain the causes and effect of urbanisation in India Lesson 8 – L.O. To describe and explain the aims of an Indian TNC Lesson 9 – L.O. To describe and explain why people in India live in poverty and how could this be improved.
T2 SKILLS			Good knowledge of a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global. Show the physical and human conditions and processes which lead to the development of, and change in, geographical features, systems and places. Show which places are linked and some of their effect on people and environments. Use a wide range of data to help investigate and draw some conclusions about geographical questions, issues and problems.	Strong knowledge of a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global. Begin to show the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. Explain which places are linked and the impact such links have on people and environments. Choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and engage with different points of view about these.
ASSESSMENT 1			Students learn how to make mind map / knowledge organizers. They then use these to prepare for the assessment – a test, exam style.	Exam style test on China

T3 KNOWLEDGE	<u>Maps Local:</u> <u>Where am I and how do I get to my destination?</u> The continents and oceans. The United Kingdom – 4 nations. Understanding a key on a map. Knowing where I live and how to use a map. How to use an Atlas. Using longitude and latitude – pinpointing on a world map. Labelling neatly and accurately (pencil) OS maps: Direction: NESW, grid references, scale, contour lines.	<u>Earthquakes:</u> <u>Do earthquakes or buildings kill people?</u> Continents float on magma and move due to convection. Continental (plates) edges (boundaries) are the main areas earthquakes occur. Other tectonic phenomena occur at these boundaries. Earthquakes can be measured and have multiple consequences. The consequences on humans depends specifically on how well the humans are prepared for the earthquakes.	<u>Africa:</u> <u>Why is Africa a continent of contrast?</u> <u>How do animals and humans adapt to life in Africa?</u> Lesson 1 - L.O. To understand what Africa is really like Lesson 2 & 3 - L.O. To identify key physical features of Africa's geography Lesson 4 – L.O. To assess the impact of availability of water Lesson 5 & 6 - L.O. To know the challenges of trade in Africa Lesson 7 – L.O. To identify challenges and opportunities for people in cities in Africa Lesson 8&9 – L.O. To explain how Africa's Geography has affected its development	<u>India:</u> <u>Will it win the race with China?</u> To be able to describe what a TNC is and the aims of an Indian TNC To be able to describe and explain why so many people in India live in poverty and how this situation could be improved. Use images to investigate the geography of Mumbai and explain why Mumbai is called a global city. Describe ways in which Mumbai has developed over time and identify opportunities in living and working in this global city. Identify some of the challenges facing Mumbai and describe some ways in which the lives of people living there are unequal. Describe ways in which India is changing and explain why the country is called a global superpower.
T3 SKILLS	Show knowledge of some of the key features studied. Describe and begin to explain why events have happened or there are differences or similarities. Answer questions from a variety of sources.	Show a detailed knowledge of some of the topic. Recognise links and explain why events have happened or why there are differences or similarities. Use multiple sources successfully and make up a hypothesis.	Good knowledge of a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global. Show the physical and human conditions and processes which lead to the development of, and change in, geographical features, systems and places. Show which places are linked and some of their effect on people and environments. Use a wide range of data to help investigate and draw some conclusions about geographical questions, issues and problems.	Strong knowledge of a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global. Begin to show the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. Explain which places are linked and the impact such links have on people and environments. Choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and engage with different points of view about these.

T4 KNOWLEDGE			<u>The Middle East:</u> <u>What is the Middle East and is its oil industry sustainable given climate change?</u> Physical and Human features 3 main biomes and climate zones, interpreting climate graphs, development – resources and how oil is and will increasingly link us to the Middle East Sustainability issues, links to climate change. Case Study: Dubai 'Is Dubai sustainable?' analysis of social, economic and environmental sustainability	<u>Water on the land:</u> <u>What is the journey of our local rivers and how does this impact on humans in Dorset?</u> To understand the water cycle and key terms To draw, describe and explain features of a drainage basin To understand how a river changes. To understand the key processes of erosion, transportation and deposition To understand the formation of waterfalls. To increase knowledge of major waterfalls To understand how meanders are formed and where they are found on a river To begin to answer the question: How does the cross profile of the River Frome change over distance?
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ASSESSMENT 2	Continual assessment of the tasks End of Unit Assessment: A knowledge and skills (investigation) test.	By answering (the BIG learning question): Earthquakes do not kill people. Buildings do. Discuss. They will do this at the beginning and end of the unit. (Cold / Hot task).	Test to include why does Africa have both deserts and rainforests?	Assessment: Test including a comparison the future development of China and India

T5 KNOWLEDGE			Coasts: What coastal features are there in Dorset? To know what the coast is and how it is used. To identify coastal landforms To understand the processes of erosion and weathering Explain what waves and tides are and I can identify and describe different types of waves. Learn about Longshore Drift To understand what Lulworth Cove is, why it is important and plana trip there.	Water on the land: How do I conduct fieldwork research in my local river? To continue to answer the question: How does the cross profile of the River Frome change over distance? Plot a graph to show the cross profile of the river Plot pie charts to show the shape and type of stones To show my skills and knowledge through assessment To reflect on the assessment from last lesson To understand the physical and human causes of flooding To understand the effects of flooding Describe different types of river management and explain the advantages and disadvantages of different approaches. Explain why people have different views about flood protection and evaluate which locations are most likely to receive protection.
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O	Olympic Cities: Should Los Angeles host the Olympics in 2028? To identify and compare the key geographical characteristics of a place concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To 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. To know some human geography of the Americas including: types of settlement and land use, economic activity. Improve the understanding of data, basic geographical processes and how to explain them. A rudimentary understanding some issues such as plate tectonics, wild fires, water shortage and urban issues such as crime and traffic congestion.	Maps Global: Race across the world! Where am I on earth? Understanding the purpose of grid references. Knowing how to use four-figure and six-figure grid references to locate features on a map. Using scales Locating key lines on a world map Latitude and longitude Using an atlas to gain knowledge and understanding of a given location in the world	Coasts: Is the coastline in Dorset under threat? Describe how the UK's coastline is at risk from threats such as rising sea levels. Visualise and analyse coastal erosion using GIS platforms. To understand coastal fortifications To follow up on my field work Assessment To suggest a solution for Lulworth Cove As above Describe aspects of the physical and human geography of Tuvalu. Explain why some people in Tuvalu are at risk of becoming displaced due to climate change. Explain the risks associated with climate change for coastal communities and describe how countries are taking action to combat them.	Climate Change: How should we manage resources in view of Climate Change? Explain what natural resources are and describe where they are found. Categorise different types of energy and describe how energy use varies globally. Describe the energy sources used in the UK and explain how they are becoming more sustainable. Explain the human and physical requirements for wind farm sites and evaluate potential site locations. Describe different types of fishing and explain why fish stocks are reducing. Explain different strategies to improve the sustainability of fishing and how the law plays a role in this. Describe global patterns of food security and explain factors that affect food security. Assess the advantages and challenges of genetically modified crops in tackling global food issues and environmental pressures. Investigate how hydroponic and aquaponic systems function and explain their potential to revolutionise sustainable farming. Analyse the environmental and social consequences of palm oil production and explore sustainable alternatives. Explain how consumption of resources contributes to climate change and identify solutions to reduce impact. Describe what rare earth materials are, explain the challenges they create and potential solutions.
T6 SKILLS	Show knowledge of some of the key features studied. Describe and begin to explain why events have happened or there are differences or similarities. Answer questions from a variety of sources.	Show a detailed knowledge of some of the topic. Recognise links and explain why events have happened or why there are differences or similarities. Use multiple sources successfully and make up a hypothesis.	Good knowledge of a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global. Show the physical and human conditions and processes which lead to the development of, and change in, geographical features, systems and places. Show which places are linked and some of their effect on people and environments. Use a wide range of data to help investigate and draw some conclusions about geographical questions, issues and problems.	Strong knowledge of a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global. Begin to show the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. Explain which places are linked and the impact such links have on people and environments. Choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and engage with different points of view about these.

ASSESSMENT	Continual assessment. Final knowledge / vocab test at the end.	By using a pre unit assessment and by constantly assessing through verbal and written work. End of Unit Assessment: A test, which is mainly peer marked.	Assessment: Test to include data interpretation linked to the fieldwork trip	Assessment: Test to include data interpretation linked to the fieldwork trip

Curriculum Enrichment	Year 5: OS Map of your location – can you plot the grid references of places in your community? – September Orienteering in PE in year 5, 7 and 8 to promote map skills further. Year 7: Fieldwork visit to Lulworth May / June Year 8: Fieldwork visit to River Frome, Dorchester – April / May