

# Scheme of Learning: KS3 – Year 7

## Topic Sequence:

1	2	3
Geography of me	Wild weather & climate change	Energy & resources

## Topic Overview:

This topic provides an introduction to Geography at Secondary School. The main aim is to gain a better understanding of the place where they live through use of maps and knowledge of Geographical themes that link to the local area. Throughout the unit they will use a range of different maps, at different scales, to allow them to accurately locate Eastleigh and other important places within the local area. The Geographical themes include population distribution, globalisation, employment structure and industrialisation. The aim of this unit is to encourage students to link geographical topics to processes and issues that are visible and apparent in the local area. In addition to these themes, we also introduce a number of Geographical skills, including latitude and longitude, 4 & 6 figure grid references, scale, direction and map symbols. These will be revisited through their time at Toynbee.

## Lesson Sequence:

To begin the year and their start to KS3 Geography, we will look at what Geography means to them and how human, physical and environmental Geography influences their life. The intention is to highlight that Geography is all around us and how different issues have a positive and negative impact on all of our lives.

Due to year 7 students arriving from various primary schools, it is important that we next investigate the difference between the UK, Great Britain and the UK. To build on this, we start to look at the location of Eastleigh at different scales, with the aim for all students to be able to describe where they live on a global, national and local scale. We then locate some of the physical and human features found in the British Isles including major cities, highland areas, major rivers and surrounding seas. Once they have a greater awareness of these features, we start to investigate where people live in the UK and the reasons for the uneven distribution of our population.

To help extend their spatial knowledge, we next investigate latitude and longitude in relation to the equator and prime meridian line. This skill is then revisited in other units such as wild weather and climate change (Yr 7) and endangered ecosystems (Yr 9). To further their map skills, we next introduce a series of lessons on ordnance survey maps and how to interpret different information from them such as grid references, scale and symbols. These different skills are practiced at a range of levels so to be accessible to students at a range of levels.

The final sequence of lessons in this unit looks at addressing some of the Geographical issues that influence our local area. Firstly we will look at the meaning of globalisation and the process of our world becoming increasingly interconnected and interdependent, evaluating the ways in which it impacts our lives. We will then study the impact that globalisation has had on local businesses and industry, looking specifically at the Ford Factory and how its closure has led to many positive and negative impacts. Then we will link globalisation and the importance of trade through Southampton Docks. Finally we will link what we have learnt about industry and jobs in our local area to the patterns of changing employment across the UK. Here we will investigate how the jobs that people do have and continue to change, especially since the industrial revolution.

## Sequence of Lessons:

1	What is Geography
2	The British Isles
3	Where am I?
4	Physical features of the UK
5	UK population distribution
6	Latitude and longitude
7	4 figure grid references
8	6 figure grid references
9	General map skills
10	Globalisation
11	The rise and fall of Ford in Southampton
12	Southampton Docks
13	Employment structure in the UK
14	Revision
15	Assessment

## Topic Resources:

<b>Knowledge Map:</b>	The Geography of me	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	There are three 4 mark questions where pupils need to apply their understanding.

## Supportive Reading:

<b>Any supported reading listed here</b>	<a href="https://www.bbc.co.uk/news/av/uk-england-hampshire-23451754">The history of the Ford Transit van in Southampton - BBC News</a> <a href="https://www.bbc.co.uk/news/av/uk-england-hampshire-23451754">https://www.bbc.co.uk/news/av/uk-england-hampshire-23451754</a>