



# YEAR 7 AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: The UK & Map Skills



<b>Curriculum Intent</b>	In addition to working further on objectives from Year 7, 8 and 9, pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/Assessment Objective Links</b>	<ul style="list-style-type: none"><li>• Introduction to the United Kingdom and the countries that make up Great Britain, United Kingdom and British Isles. Identify the major cities and regions.</li><li>• To understand the difference between human and physical geography and describe a landscape.</li><li>• Understand that there are reasons why the UK's landscapes change.</li><li>• Understand the 16 point compass and introduction to map symbols.</li><li>• Develop the skill of locating places using 4 and 6 figure grid references.</li><li>• Develop the skill of being able to calculate actual distances from distances measured on the map.</li><li>• Develop the skill of being able to visualise the shape of the land from the contour patterns.</li><li>• Describing a route using only map evidence.</li></ul>
<b>Spiritual, moral, social, and cultural development</b>	<b>SMSC:</b> Learning about how people identify by nationality and region. <b>PSHE/British Values:</b> Characteristics of 'Britishness'. <b>Skills Builder:</b> Annotating landscape photographs, compass direction, co-ordinates, calculating scale measurements.
<b>Numeracy</b>	4 and 6 figure grid reference coordinates, calculating scale,
<b>Literacy</b>	<b>Vocabulary Tier 2:</b> Describe, explain, identify, cause, effect, response, compare and contrast <b>Vocabulary Tier 3:</b> Equator, Prime Meridian, scale, Ordnance Survey, contour lines, spot height, tropics, grid reference, coordinates. <b>Reading:</b> Interpretation of maps <b>Writing:</b> Describing a route in words <b>Oracy:</b> Describing a landscape – 'say what you see'
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Geologist, Town Planner, Geographical Information Systems Officer, Landscape Architect, Cartographer, National Parks Ranger,
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking. Refer to Scheme of learning. <b>By resource:</b> Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Resources may be adapted to support students in S band for example. <b>By Intervention:</b> by providing different levels of supervision and support. <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference. <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning.
<b>Implementation Curriculum Delivery</b>	To be able to:
<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"><li>• Identify the countries of Great Britain, UK and British Isles</li><li>• Identify majors cities</li><li>• Describe urban and rural landscapes</li><li>• Describe the Rock Cycle</li><li>• Identify the directions on the 16 point compass and describe direction using them</li><li>• Locate using 4 and 6 figure grid references</li><li>• Convert distances form measured to actual using scale</li><li>• Use contour lines to describe shape and identify if a route is up or downhill</li></ul>

	<ul style="list-style-type: none"><li>Describe a route</li></ul>
Current learning to be developed in the future within:	GCSE – Living with the physical environment, Challenges in the human environment, Geographical applications, Geographical skills.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.