




# YEAR 7 Spring TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Global Issues

<b>Curriculum Intent</b>	In addition to working further on objectives from earlier in Year 7 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>The UK is part of the continent of Europe, one of seven global continents surrounded by 5 huge oceans.</li> <li>Continents and oceans have their own distinctive characteristics but collectively they face the challenge of major global issues such as climate change, plastic pollution and conflict.</li> <li>Latitude and longitude can be used to locate aspects of global physical geography, such as mountains, rivers, seas and oceans and human activity such as global issues.</li> <li>The world's population has been increasing rapidly for the last 100 years and this presents a number of challenges for the sustainability of our planet.</li> <li>Ecosystems involve complex interrelationships between living organisms and the natural environment. Global ecosystems (biomes) reflect climate zones.</li> <li>The tropical rainforest is an important but fragile ecosystem. They bring many benefits yet are under serious threat from human activity.</li> <li>Plastic is a versatile and inexpensive product with many uses. However, it is environmentally indestructible and a major pollutant of the world's oceans, causing damage to natural ecosystems.</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Thoughts and feelings about the threats to our world, understanding our role and responsibilities in promoting a sustainable future.</p> <p><b>PSHE/British Values:</b> Understanding that there are rules and laws to protect us and our planet, appreciating that we can have a say and make a difference to our futures.</p> <p><b>Skills Builder:</b> Describing maps, locating places on a map using latitude and longitude. Line graph plotting (population change). Analysis of bar graphs and venn diagrams (plastic pollution).</p>
<b>Numeracy</b>	Using latitude and longitude coordinates. Line graph plotting. Interpretation of line and bar graphs.
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Describe, explain, identify, justify, rank, classify, social, economic, environmental</p> <p><b>Vocabulary Tier 3:</b> Climate change, plastic pollution, sustainable, overpopulation, resources, ecosystem, biome, tropical rainforest, deforestation, habitat, palm oil, endangered species</p> <p><b>Reading:</b> Guided reading: Amazon deforestation soars as pandemic hobbles enforcement or What are the causes of deforestation?</p> <p><b>Writing:</b> Big Write: Does the rainforest need to be protected?</p> <p><b>Oracy:</b> paired/group discussion of ranking and justification of most important global issues. Presentation of findings on threats to the rainforest.</p>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> environmentalist, ecologist, sociologist, demographer/national statistics, careers in governance and civil service. Careers in cartography. Marine biologist.
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><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.</p> <p><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.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference.</p> <p><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.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>

<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• I can locate the 7 continents and 5 major oceans.</li><li>• I can use longitude and latitude to locate places on a map.</li><li>• I can plot a line graph to show how the world’s population has changed over time.</li><li>• I can talk about some of the problems caused by overpopulation.</li><li>• I can explain what a biome is.</li><li>• I can explain why tropical rainforests are under threat.</li><li>• I can explain the different viewpoints about the palm oil debate.</li><li>• I can explain how the tropical rainforest might be used more sustainably.</li><li>• I can describe the effects of plastic pollution in the oceans.</li><li>• I can suggest ways by which plastic pollution can be minimised.</li></ul>	
<b>Learning Outcomes (Knowledge)</b>		
<b>Current learning to be developed in the future within:</b>	<p>Year 7 – weather and climate scheme of work (climate change). Year 8 – ecosystems scheme of work Year 9 – Africa and Asia scheme of work GCSE – weather hazards (extreme weather and climate change). The living world. Urban issues and challenges. The challenge of resource management.</p>	
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>	
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>	