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**King’s Ely Junior**

**GEOGRAPHY**

**Year 7 & 8 Specification 2018-20**

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*“Exploration is the physical manifestation of geography. Under the inspirational guidance of their teachers, King’s Ely geographers not only learn about the world, but how to become explorers of, and place-makers in it.”*

*Daniel Raven-Ellison, National Geographic Explorer*

**Context**

*“Geography is all around us. It is about what is where and where is what; and why and when, and who and how. It is about exploring places and spaces…. Everything is connected to everything else”… It is the subject closest to what it just about to be, what is just about to happen”.*

*Danny Dorling and Carl Lee (2016)*

Geography is a contemporary and relevant subject. Students explore topics that help them think differently about the world, and develop skills in researching, discussing and presenting their ideas.

Geography at King’s Ely Junior is all about **exploration** and **curiosity.**

We move from the local to the global, from the UK to the wider world, and from familiar to unfamiliar ideas and locations. Geography is an academically robust subject, combining creative elements of the arts, with the enquiry approach of the sciences, and with people at its centre. The **enquiry** approach is crucial to what we do: investigating, analysing, presenting and reviewing important issues, both locally and globally. Students will be introduced to some key geographical concepts, such as place, space, globalisation and inequality.

We are also influenced by the ‘Mission:Explore’ approach of playful geography and activism.

This extends through into the integration of some opportunities for gaming, including some possible extension opportunities to connect with the games purchased for the GeoExplorers club.

Throughout KEJ, students will develop geographical skills, using maps, fieldwork and observation. These will help with GCSE preparation, where there is a renewed emphasis on these skills, and more of a focus on numeracy.

Geography literally means **‘writing the world’,** and students will do this in different ways, through a range of written tasks. We will also introduce students to some key supporting narratives, with some lesson sequences based around specific books and text extracts. This draws from the idea that “an hour spent reading is an hour spent learning to write” (Robert MacFarlane) We use high quality audio-visual material, and introduce students to a number of ICT tools.

There will be support for **ESOL students** through the development of vocabulary lists and key-term knowledge tests, carried out using online tools. These will be developed with the support of Gary Williams.

Mapping is a vital part of our geographical imagination, and students will be introduced to both paper and digital mapping, and have the chance to use a range of GIS, mapping and visualisation tools to include: Gapminder, WorldMapper, CDRC Maps, Google Earth, ArcGIS Online, Digimap for Schools and DataShine, amongst others, plus the classic Ordnance Survey maps. These tools are used in professional workplaces, and are an example of geography in the workplace. Reference will be made where relevant to the vocational value of geography.

The GCSE subject criteria suggests that by the end of KS3, students should be familiar with the KS3 knowledge and skills in the National Curriculum, and build on those through their ability to:

* *Know geographical material*
* *Think like a geographer*
* *Study like a geographer*
* *Apply geographical knowledge and understanding*

We will be plotting questions asked / answered by students using the Enquiry framework grid. Although there is a temptation to develop a curriculum based on students’ own interests, knowledge and experience; it needs to take them beyond what they already know and provide new experiences.

The **Learning Habits Framework** is also covered within the new units and referenced using the following codes where appropriate:

* *Resilient Learners – ResL*
* *Creative and Curious Learners – CreL*
* *Collaborative Learners – ColL*
* *Reflective Learners – RefL*

Numbers will be used to refer to particular aspects of each habit where there might be ‘planned for’ e.g. CreL1 would refer to a situation where students were encouraged to ask relevant questions to extend their understanding e.g. why are some places colder than others?

There are **six topics** in each of Years 7 and 8, which will fit the half termly structure of the academic year. Each topic will end with some sorts of low-stakes assessment, along with the usual periodic assessments carried out during the academic year. These will vary in their structure.

We will aim to introduce students to most of the skills that are featured in the OCR B GCSE specification (see Appendix) during their time in KEJ. We will also develop their work carried out in KS2.

The development has been framed by Alan Parkinson’s (AP) work with the Geographical Association, and since then with many curriculum development experts. It makes use of quite a few books and other resources written by AP over the last five years for a number of publishers and organisations.

*See Debates in Geography Education 2nd edition - ed. Lambert D and Jones M, London, published by Routledge for more.*

**GeoCapabilities and Powerful Knowledge**

*“Real geography has real purpose, real audience and real outcomes”*

*Chris Durbin*

There is a little more of a return to knowledge in the curriculum, and the knowledge that students learn which is ‘powerful’. Students will be interested to some key geographical ideas, including futures, inequality, globalisation, interdependence and sustainability, but through the medium of stories which often connect with their own daily lives: the food they eat, the clothes they wear and the journeys they make.

**The GeoCapabilities project** provides a structure for some of the thinking here, and was an Erasmus funded project involving AP, along with David Lambert

<http://www.geocapabilities.org/>

David Lambert on the importance of Geography: <https://www.youtube.com/watch?v=_oqF3yhAeMM>

*“An educated person in this day and age needs to think geographically”.*

At KEJ we have developed what we hope is a curriculum of engagement.

<http://www.geocapabilities.org/geocapabilities/a-curriculum-of-engagement/>

*Geography does have a requirement to teach the ‘vocabulary’: some important knowledge, along with the ‘grammar’ of how the world works. Having learned these, there must also be the ability to ‘think geographically’ through a process of enquiry and decision making about the future. This occurs through the process of curriculum making, so each lesson will still evolve as teachers and students engage with the resources*

*David Lambert*

**Curriculum artefacts**

For each topic, a box is available to develop a collection of key objects, around which some of the lesson sequences will be framed. These are objects for students to handle and make use of, and will include mapping as well as other physical objects. This comes from a lecture by Claire Kyndt at the GA Conference in 2015 about developing a geographical ‘museum’. We will also make use of the Porta library and encourage research skills.

There is space within the curriculum plan for alterations, which may result from external factors e.g. fieldtrips and other events, exams, or events that may happen which are particularly significant and need to be mentioned etc. As with all the previous curriculum changes since AP joined King’s Ely in 2013, this document represents the latest stage in an iterative process. We will also be using some copies of the new Hodder KS3 series.

We will also make explicit links to particular events during the year, such as Fairtrade Fortnight, World Book Day and KEJ Reading Week, Fashion Revolution Day, World Food Day, World Water Day, Antarctica Day, Outdoor Classroom Day, 30 Days Wild etc. Skype will be used to connect with authors and experts e.g. Daniel Raven Ellison, Arctic Live. Fieldwork will be integrated where possible.

**Curriculum Topics**

*'Curriculum development may be defined as the process of planning and developing the curriculum content and the experiences that pupils are to receive in schools in order to help them make* ***progress in geography, enjoy the experience and appreciate the relevance of geography to their own lives. Planning the curriculum is a strange mixture of rational organisation and serendipity'***

*Eleanor Rawling*

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|  | **Year 7** | **Year 8** |
| Mich 1 | **7.1: Exploring the world with Geographical tools** | **8.1: Factfulness: how well do you know the world?** |
| Mich 2 | **7.2: Exploring Adventure Landscapes** | **8.2: Heading South: Life in Polar regions** |
| Lent 1 | **7.3: Food for Thought** | **8.3: Geographies of our Stuff** |
| Lent 2 | **7.4: Where in the World? Investigating special places** | **8.4: Fashion Revolution**  |
| Summer 1 | **7.5: London: a city’s stories** | **8.5: Extreme Geographies** |
| Summer 2 | **7.6: Beside the Seaside / YGOTY** | **8.6: Thirsty Work / YGOTY** |

Key ideas and content are presented below for each topic, described as they are in GCSE specifications, along with information on key learning activities.

*The numbers in brackets represent how many lessons each section of the units will usually be expected to take. There is some flexibility here of course.*



**Year 7**

*“Once the travel bug bites there is no known antidote, and I know that I shall be happily infected until the end of my life”*

*Michael Palin*

*“To write about the earth is to write about almost everything we know, everywhere we live, and all that we cherish most”.*

*Danny Dorling & Carl Lee*

**7.1: Exploring the World with geographical tools**

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| **Key Ideas** | **Key Content**  |
| Geography is a science that helps people to understand the world, and all KEJ students are already geographers. | Introduce our world: our Pale Blue Dot.Understand what geography involves, and what geographers do, and define what the subject involves (1) |
| Geographers use a range of skills and tools to help explore the world. There is an expectation that students can recognise key continents and oceans, and broadly identify where global stories are taking place, and their own place within the world. Representations of the world. | Introduce the idea of GIS, and some tools such as Google Earth and ArcGIS Online to explore the world, and introduce key terminology. Mapping ‘treasure hunt’, aimed at identifying some key geographical areas from GCSE specification (2) |
| There are different ways of measuring and delimiting the world. Maps are a representation of the world. | World map compared with Worldmapper cartograms.Measurement and scale. Fieldwork.Introduction to the use of Digimap for Schools to produce a personalised map of a place they know well (2)Smoots and other measurements. |
| The Ordnance Survey is the UK’s mapping agency, and OS maps are a vital tool for geographers. | Link with **National Map Reading Week** which will be in late October (2) Connection with Ordnance Survey Champions work. Recap on key map skills including Grid References and map symbol design competition. Using Dan Raven Ellison’s new Bitesize videos. Create a map. |
| **To be confirmed. Focus still to be determined.** Possibly Ely Castle following previous discussions with Mark Hart.  | **Cross-curricular project with Maths and History - TBC (1-2)** |
| Places change over time, and those changes can be positive as well as negative. Ely has changed through its history.Health of the High Street. | Introduction to NLS mapping and DfS swiping tools / historic maps.Changes in the High St. – how ‘Healthy’ is Ely’s High Street? (3)Data collection – Clone Town etc.Fieldwork in the middle of the unit.Creation of poster or infographic using a GIS tool with large scale printing and plans for keeping the High St. healthy. |
| Geographers need to know their local area in order to be able to compare it to other less familiar places. Be able to explain the development of the Fens.  | Adapted version of GI Learner Local Area unit (1)The recent history of the Fens and how they have changed due to human involvement (2) – resources from school archivist.Landscape haikus. **Possible field visit to the Ely Museum – contact Sally Austin.** |
| **Integrated Skills*** Introduction to Geographical Information Systems (GIS) using Digimap for Schools and ArcGIS Online, CDRC Mapping and DataShine
* Atlas work – use and interpretation of a range of thematic, political and physical maps
* Ordnance Survey map skills
* Construct maps
 |
| **Key vocabulary**Geography, atlas, physical map, political map, thematic map, quantitative data, qualitative data, grid references, equator, latitude, longitude, hemisphere, tropics, continent, region |
| **Key Texts**Atlases – new Times Atlas of the WorldOrdnance Survey Maps (including Digimap for Schools and resources); map app on iPadPossible Zombie Geography Unit (Victoria Hewitt)<https://mrshumanities.com/2016/11/15/zombie-apocalypse-atlas-and-map-skills-sow/>GI Learner website: <http://www.gilearner.ugent.be/>  |

“The things that we get the most out of are the things we work the hardest for. If you have to battle for it, it lasts forever.” – Steve Backshall

**7.2: Exploring Adventure Landscapes**

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| **Key Ideas** | **Key Content** |
| The landscape is varied, and is made up of a number of elements. | Define the term landscape and explore the elements that make it up (1) |
| The UK has a varied geology, which results in different types of landscapes.  | Understand the three main rock types, and where they are located within the UK. Spot the Rock activity. (2) BBC Bitesize video. Geology Safari. |
| The landscape can be used for adventurous activities. | Define the term ‘adventure’, and understand how the landscape can be used for different adventures, both over, on and under them. (1) Designing an Activity centre task (1) / Bear Grylls show task (1) National Parks and AONBs and how they are defined.Landscape Photographer of the Year voting task (and competition) |
| Some of the ways that people use the landscape can be damaging to the landscape. | The Cuillin Ridge – Danny MacAskill’s film – should the film have been made? (1) Google Earth to explore the mountains. |
| The landscape is changed through a range of physical processes, including erosion and weathering. | Introduce the geomorphic processes which shape the earth on different (time)scales.Fieldwork: Weathering Safari (2) and report back. |
| The landscape can reveal mysteries as it changes. Glaciers are melting in the mountains of Europe and revealed some archaeological and historical clues. | ‘The Ice Man’ unit (class set of books) Booklet and book – tie in with the KEJ Reading/literacy week. (2-3) |
| Understand that the landscape can be dangerous. Recognise the power of certain physical processes to change the landscape. | **Focus on a recent natural hazard in the news (TBC) – (1)**e.g. flooding and the closure of Welney causeway (using Gaugemap to show river levels at this time of year) |
| **Integrated Skills*** Debate
* Ordnance Survey map skills
* Construct maps
* Reading – literacy and text evaluation
 |
| **Key vocabulary**Landscape, erosion, weathering, geomorphic, adventure, Cuillin Hills, glacier, Ötzi |
| **Key Texts**‘The Ice Man’ – AP and associated resources by Matt Podbury<http://www.geographypods.com/the-ice-man.html>‘The Role of Stones’ – KS3 Toolkit from the GA – John WiddowsonDanny MacAskills Ridge Collaborative Document – started by AP[*https://docs.google.com/document/d/1bRX4pbKGWVFrc4BkCSdpt4E3MZWh6LXDeHDESXALw8E/edit*](https://docs.google.com/document/d/1bRX4pbKGWVFrc4BkCSdpt4E3MZWh6LXDeHDESXALw8E/edit)‘Atlas Obscura’ book |

**7.3: Food for Thought**

*Students to be given a more active booklet of tasks to complete for prep this term, adapted from Mission:Explore Food book. Used in previous years, but not this year.*

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| **Key Ideas** | **Key Content** |
| The food that we eat connects us with other places and other people. Our food travels long distances to get to us, and requires ingredients which are global in reach. | Geographies of food – the geography of our Christmas Dinner. (1)Food miles – the reasons why we import food from overseas and the impact of this trend (2)McDonalds food miles activity. |
| Food is a political, social and environmental issue. | Palm Oil and Nutella (2) – the global ‘spread’ of this product, and wider impacts of the production of palm oil on local biomes and animals e.g. orang- utans and deforestation. |
| Wherever animals are used to produce our food, decisions are made which may impact on their welfare. Are consumers always aware of these decisions? | Animal welfare and the impact on the pricing of food – costing activity on free-range eggs (1) |
| Sustainable food production is an important goal. | There are some sustainable food options, which may include squirrels and other foods e.g. insects/bugs (1) Menu that is Good for the Planet task (1) |
| There are likely to be over 9 billion people in the world by 2050 – how will this increased population be fed? | Exploring ways of feeding the world in 2050 (3) Research and presentations to the group on ideas including eating insects. They include a focus on reducing food waste/WRAP materials.  |
| What is Fairtrade, and how does it provide a fairer deal for the farmers who are involved in the scheme? What are the other similar schemes?Why should we seek our Fairtrade products? | **Fairtrade Fortnight** activities (2)Using the existing films and materials, and sending off for the pack with stickers for student books.Introduction to Rainforest Alliance, and ‘Follow the Frog’.“Why we should still buy those beans from Kenya” (interdependence) – Fred Pearce |
| Food and health: a growing obesity epidemic is affecting young people.  | Debate and persuasive writing. Fast Food Pizza activity (1)Take Away mapping of areas close to schools and discussion on decision to ban new fast food chains near schools. Growth of McDonalds within the UK and globally using data and mapping (1) |
| **Integrated Skills*** Numeracy: calculations of food miles
* Preparation for debate and ‘to what extent…’ style questions
* Ordnance Survey map skills
 |
| **Key vocabulary**Food miles, imports, fast food, health, obesity |
| **Key Texts**Mission:Explore Food – The Geography Collective <https://www.johnmuirtrust.org/initiatives/mission-explore-food> Special prep booklet with Missions for completion during this unit (new version)<http://www.bl.uk/learning/resources/foodstories/index.html?detectflash=false>Numerous other food books including ‘Shopped’, ‘Bottomfeeder’ etc. |

**7.4: Where in the World? Investigating special places.**

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| **Key Ideas** | **Key Content** |
| The World is a varied place. Geographers recognise that there are differences between places, and within places. Places are described in different ways by those who visit them. Travel Writing task. | Students will be introduced to different types of mapping, and complete a travel writing task from ‘Look at it this Way’ and students to explore text extracts and produce their own description of a special place (2)Introduce the idea of place identify. Re-use materials from YGOTY 2017 – favourite places. |
| Recognise that there are new ways that technology is being used to help people explore, and experience places, including virtual reality. | Introduce students to the idea of virtual reality. Using VR headsets and Google Expeditions app (2) to visit some distant places. Use Google Expeditions resources from TES – choice? |
| New tools can be used to explore places and map them. | Research task, to produce a story map to tell the story of a particular place, chosen from a number of options (link to the GCSE requirement) (1)Connect with the Palau Pledge website to show how this country is taking steps to keep the country ‘special’ – the Giant film (1) |
| **The Boy who Biked the World** – exploring the world on 2 wheels and some descriptions of places travelled through. Writing descriptions of places (Atlas Obscura) – also connect with the Chinese names for tourist places. | (2) New unit based on the trilogy of books by Al Humphreys. Extracts and reading, and descriptions of places on the route / route planning. Connect with the idea of Microadventures (prep) |
| Games in Geography – how places are represented in games –Students will develop a MonopEly boardgame and make choices on properties and their relative ‘values’ and discuss how these might be allocated. | (2) Unit taken from work with Peter Knight funded by RGS-IBG.Using existing templates and resources already in the department, and leading up to Christmas break. |
| **Integrated Skills*** Mapping skills: Google Earth / ArcGIS Online / StoryMaps
* Use of Virtual Reality headsets / Google Expeditions
* Ordnance Survey map skills
* Construct maps
 |
| **Key vocabulary**Virtual reality, exploration, place, sense of place, strategy, healthy, GIS |
| **Key Texts**‘Look at it this Way’ – KS3 Toolkit from the GA Inspirational Places, Special Places: <https://aparkinson51.wixsite.com/inspirationalplaces> ‘Journey Journal’ – The Geography Collective – copies available for each student‘How to be an Explorer of the World’ – Keri Smith (and similar books) ‘The Boy who Biked the World’ (3 books) – Alastair Humphreys – also website and MicroAdventures – possible purchase of more copies<http://palaupledge.com> - Palau Pledge and Vimeo video of ‘The Giant’ |

**We will also be trialling a new resource from the Royal Town Planning Institute called ‘Place Makers’ – this has arrived in the department.**

*Royal Town Planning Institute Board Game, building on resources here:* [*http://www.funkidslive.com/learn/agent/#*](http://www.funkidslive.com/learn/agent/)

*Factor in 2 lessons for this to happen and then debrief and provide feedback for the RTPI.*

**7.5: London: A city’s Stories**

*Using the London Curriculum Geography units developed by Alice Griffiths*

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| **Key Ideas** | **Key Content** |
| London is the capital city of England, and the city has changed dramatically over the centuries since Roman occupation. | Locate the city of London, and understand what urban areas are, and what makes London the largest city in the UK. ‘London Now’ video Vimeo (2)Character cards activity from London Curriculum Lesson 1 |
| Cities are places which people are drawn to, and where the balance of population changes as a result of migration and other natural changes. | Who lives in London, and how has it changed over time? (2) – London Curriculum Lessons 2 & 3‘London Now’ video Vimeo |
| Cities are unequal places, which magnify the differences between rich and poor. The experience of living in the city varies depending on your circumstances. | Exploring the inequalities that exist within London, and which any visitor can see. Which are the wealthiest and poorest regions? Idea of Thirdspace – Richard Bustin. (2)Using London Curriculum Lesson 4, plus ‘The 32 Stops’ |
| Cities change over time. Some of those changes are positive, and some are negative. How they are managed can affect the future of the city. | Explore how London has changed over recent times, and the challenges that large cities face (2)London Museum resource. |
| London acts as a magnet for people, with many travelling into the city for work. | Explore the circulation of people into the city of London (daily commuters), and the logistics of moving that many people around (1) whether it is for work or a major event. |
| Could London be a National Park City, and what would be the benefits of that be for residents and visitors? | Exploring the movement to make London a National Park City, and Skype call with Dan Raven Ellison. Lesson 4 from London Curriculum (2)<http://www.nationalparkcity.london/>  |
| What are some of the possible futures for the city of London? Flood-prone? An ageing city? A loss of influence? Or more important than ever? | Use the LondonMapper website to explore the changing nature of London and start to make some choices about the future of the city (1)Sustainable projects in London – Twitter activity from Kate Stockings – Lesson 6 from London Curriculum.<https://www.tes.com/teaching-resource/sustainable-london-fact-files-11769007>  |
| **Integrated Skills*** Interpret cartograms
* Mapping: London boroughs and River Thames
* Use visualisations such as DataShine, LondonMapper, Lives on the Line and other London specific mapping from Oliver O’ Brien
* Statistical analysis / infographics
* Image annotation and interpretation
* Ordnance Survey map skills
* Extracting, interpret, analyse and evaluate information
 |
| **Key vocabulary**Capital, city, urban, migration, suburbanisation, deprivation, inequality, commuter,  |
| **Key Texts**The London Curriculum Document – written by Alice Griffiths<https://www.london.gov.uk/sites/default/files/lc_geography_green_london_final.pdf> and <https://www.tes.com/teaching-resource/the-london-curriculum-ks3-geography-teaching-resource-mapping-london-11048361> Museum of London – Kate Stockings<https://www.museumoflondon.org.uk/application/files/3115/2448/7108/18113_London_Now_London_Future_teachers_resource.pdf> LondonMapper resources by Alan Parkinson, Danny Dorling and Ben Hennig <https://www.rgs.org/schools/teaching-resources/teachers-guide-to-londonmapper/> plus Mapping London resource, also by Alan Parkinson‘The 32 Stops’ – Danny DorlingLondon National Park City website <http://www.nationalparkcity.london/> and maps.Oliver O’Brien mapping: <http://oobrien.com/>  |

**7.6: Beside the seaside**

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| **Key Ideas** | **Key Content** |
| The UK has a varied range of coastal landscapes.What would it be like to walk around the coast of the UK? | Explore the coastal locations of the UK, and the reasons why they are different, which include geology, wave energy, human intervention (1) Image activity from This is Geography and possible Skype call with Quintin Lake on his trip around the coast of the UK (1) |
| The coast is shaped by physical and human processes. | Understand the sequence of erosion that takes place to produce headlands and bays. Make a 3D pop up headland and Landscape in a Box. Waves and wave erosion, and methods of coastal defences. (3) |
| Seaside resorts are places, which are shaped by the people who live in, and visit them: a combination of physical and human attractions. | To understand the term ‘sense of place’ and how the seaside has been ‘constructed’ over time as an idea (1) – an introduction to Hunstanton. |
| “Hunstanton is a special place for those who live there, and those who visit”. Explore this hypothesis. | Visit Hunstanton and carry out ethnographic fieldwork to explore what makes it a ‘special place’.Plastic beach clean (3) Report and writing on return from the trip. |
| **If time permits, and depending on the relevance of the title.** | **Entry for RGS-IBG Young Geographer of the Year award.** |
| **Integrated Skills*** Fieldwork: methodology,
* Using word cloud generators to capture views on place
* Ordnance Survey map skills / possible use of GIS data
 |
| **Key vocabulary**Coast, seaside, place, beach, longshore drift, groyne, constructive wave, destructive wave, headland, cliff, cave, arch, stack, stump, wave-cut platform |
| **Key Texts**Perimeter Tweets and images from Quintin Lake <https://theperimeter.uk/> Robert MacFarlane: ‘Landmarks’ / Bill Bryson ‘Notes from a Small Island’ / ‘The Road to Little Dribbling’ and other similar travel books‘Look at it this Way’ – KS3 Toolkit book from the GA‘This is Geography 2’ – textbook and teacher notesYGOTY: <https://www.rgs.org/schools/competitions/young-geographer-of-the-year/>  |



**Year 8**

**8.1: Factfulness: how well do you know the world?**

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| **Key Ideas** | **Key Content** |
| Our views of the world are often based on ‘fake news’ and incomplete details, and not on the actual facts. | Take the Factfulness test and understand how your world view is shaped (1)<http://forms.gapminder.org/s3/test-2018>  |
| There are 4 main income levels, not just ‘rich and poor’  | Understand the 4 income levels that exist in the world, and how countries change over time (2) |
| Recognise that there are many positive stories in the world. | The Sustainable Development Goals were established in 2015 to guide global development projects over the next 15 years, and followed on from the MDGs.Share some positive stories (2) |
| Geography is a subject that looks to the future, but understanding trends is not always straightforward, particularly when it comes to population. | Understand the importance of trends when thinking about the future (1) |
| There will be a different global population structure in the future. Where will most people be living? | Explore where people will be living in 2050 (2). BBC: What’s your number? Changes within the lifetime of KEJ staff. |
| The world is a dangerous place, but is it more dangerous than it used to be? | Exploring some of the data on hazards, and understanding what we mean by natural hazards, with reference to the Nepal Earthquake – making use of AP resource for British Red Cross (2)Unpicking the ‘micromort’, and the real risks of some everyday activities. |
| The world is divided, but may not be as divided as we think. How can we deal with the world’s problems? | Exploring Dollar Street and using it to explore how people’s lives change as their income increases.Hans Rosling and the ‘magic washing machine’ TED talk – write a report on the use of Dollar Street (3)Finish by retaking the Factfulness test and consider which of the world’s problems require the greatest attention – link back to SDGs (1) |
| **Integrated Skills*** Data presentation, analysis and interpretation – Gapminder
* Visualisation: different graphs and diagrams to represent data, including Worldmapper.
* Decision making
* Extended writing: based on use of the Dollar Street website
* Recognition of Sustainable Development Goals (SDGs) and evaluation
 |
| **Key vocabulary**Factfulness, development, Gapminder, income, Dollar Street, ACs, EDCs, LIDCs |
| **Key Texts**‘Factfulness’ – Hans Rosling, Ola Rosling and Anna Rosling-Ronnlund (class set of books)Dollar Street website: <https://www.gapminder.org/dollar-street/matrix> and TED Talk: <https://www.ted.com/talks/anna_rosling_ronnlund_see_how_the_rest_of_the_world_lives_organized_by_income/discussion>Worldmapper and Ben Hennig’s Views of the World blog |

*Based on a collaborative Scheme of Work developed by AP and available on Google Drive*

[*https://docs.google.com/document/d/1VES7z9MT6bUbSwoyEEyIqXondwlUXPP-dcV7-jsgp8k/edit*](https://docs.google.com/document/d/1VES7z9MT6bUbSwoyEEyIqXondwlUXPP-dcV7-jsgp8k/edit)

*and also a collaborative document on Dollar Street, developed by AP*

[*https://docs.google.com/document/d/1Xt9AyZCaEbO8J3AIULyRrCW7u6JWxQR9dMD3pKvQxjc/edit?usp=sharing*](https://docs.google.com/document/d/1Xt9AyZCaEbO8J3AIULyRrCW7u6JWxQR9dMD3pKvQxjc/edit?usp=sharing)

**8.2: Heading South: life in Polar regions**

*Intro: Based on SAGT Award winning resources written by AP*

[*https://www.rgs.org/schools/teaching-resources/pole-of-cold-what-does-winter-mean-to-you/*](https://www.rgs.org/schools/teaching-resources/pole-of-cold-what-does-winter-mean-to-you/) *(downloaded resources from here)*

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| **Key Ideas** | **Key Content** |
| The concept of ‘cold’ and means different things to different people, depending on their circumstances. | What is the coldest you’ve ever been? Coldest stories resource from the RGS Pole of Cold (2) Personal cold stories and the ‘C’ Factor. |
| There are 2 Polar regions in the world, and there are several contributory reasons why they are so cold. Antarctica is colder than the Arctic. | Introduce the two Polar regions.Perishing at the Poles: why is the South Pole colder than the North Pole? Make a Little Book of Cold. (2) with some mention for Oymyakon. Vimeo videos. |
| Scientists work in Antarctica, but it is not a place that everyone can work. What does it take to work in the South Pole? | Union Glacier film on Vimeo and guide for those arriving at Union Glacier (2)BAS Job Application task with CV (1) |
| Antarctica is currently protected from development. What is the role of the Antarctic Treaty and why is it important to the whole world? What does the Treaty prohibit? The Treaty doesn’t prohibit tourism – should it be banned? | Explore the role of the Antarctic Treaty in keeping the continent safe from external threats. Taking part in Antarctica Day celebrations. (1)A look at the Hurtigruten cruise company and how it tries to reduce its impact within the region, with some personal stories from people who have visited (1) |
| What does it take to travel to the South Pole? What are some key stories from the heroic age of exploration. | Produce a time line of Antarctic exploration through time (including Felicity Aston’s visits) Following the classic story of Scott vs Amundsen to the Pole (booklet and ‘Race to the Pole’ book) (3) |
| Future changes in Antarctica, are likely to have a major impact on the rest of the world.Ice sheets in Antarctica are breaking up and threaten to raise sea levels. | Larsen ‘C’ ice shelf breakup and the link with global sea level rise. Ice Flows Game and resources (2) |
| **Integrated Skills*** Mapping: latitude and longitude and key lines delimiting the globe
* *Exploring visualisation tools, such as Earth Null School / Windy*
* Using the Ice Flows game to model physical systems and understand what a ‘model’ is
* Describe, interpret and analyse geospatial data (GIS)
 |
| **Key vocabulary**Polar, latitude, longitude, albedo, continentality, altitude, currents, atmosphere, insolation, Antarctica, model, ice sheet, ice shelf, climate change, Union Glacier, blue-ice runway, tourism |
| **Key Texts**‘Race to the Pole’ – Mike Gould‘Alone’ – Felicity Aston‘Cold’- Ranulph Fiennes‘Arctic Dreams’ – Barry LopezIce Flows Game resources <http://www.iceflowsgame.com> SPRI: <https://www.spri.cam.ac.uk/museum/resources/> Discovering Antarctica website: <https://discoveringantarctica.org.uk> **Escape Room resource** |

**Additional activity: Escape Room**

*Possible development of Escape Room task, with duplicated resources, along with CK.*

**8.3: Geographies of our Stuff**

*“Thinking geographically offers a uniquely powerful way of seeing the world and making connections between scales from the local to the global’… the zoom lens attribute of geography that shows how decisions and events at a local level can have global consequences.*

*Peter Jackson*

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| **Key Ideas** | **Key Content** |
| We are all consumers, and our decisions about what to buy connect us with others, and have an impact on the planet. | Understanding why we buy so much ‘stuff’ and how it becomes valuable to us, but may also become an issue (1) |
| We need to be more aware of the story of the things we own, and our own global connections if we are to make informed decisions about what we buy. | ‘Story of Stuff’ – using Matt Podbury’s Global Me activity to start to map personal global connections and cultural identity (1) Introduction to the idea of globalisation and large companies.Banksy Simpsons opening and Follow the Things activism work. |
| The power of a metal box: the development of the shipping container changed the world by reducing the cost of transport dramatically. | How the shipping container changed the world, using CILT Lesson 6 (1) Use MarineTraffic website to explore and track the journeys of the MSC Oscar etc. Size of these ships (1) and the importance of the Northern Sea Route in the future. Impact of pollution of marine traffic. |
| Plastic is recognised as one of the key environmental issues facing the planet, particularly in the oceans, but it has also allowed us to learn about the oceans. | The ‘Ever Laurel’ and the Friendly Floatees – ‘Moby Duck’ lesson – The 5 Gyres and tracking the ducks (1) Concentration of ocean plastics in the Gyres and on Midway Island (Chris Jordan) |
| Sport is a global ‘product’, and any major sporting event is now global in its extent. | A look at the Tennis ball (1) or some other product associated with the global nature of sport. Link back to Fairtrade with this video by Frankie Vu: <https://vimeo.com/169701686>  |
| Large multinational corporations have developed as a result of globalisation, and now have a major influence on our lives, and make use of the data they gather about us. They rely on logistics to operate, which is a very geographical issue. | A look at the huge global chains and technologies which touch our lives – how easy it is to collect data on our preferences and habits e.g. Facebook, Starbucks and Dominos (2) – students to research one using guidance and text extracts (e.g. Door to Door) |
| The Smartphone has changed the world in many ways, but its manufacture requires a complex chain of resource extraction before the final assembly in China. | Investigating the global nature of Smartphones and minerals they contain – the development of the iPhone. Mapping.The WEEE directive and the impact on Apple’s recycling initiative and the value: Robots such as Liam and Daisy – Al Jazeera interactive on eWaste. WEEE detectives sheet.Fairphone – an alternative phone with a fairer footprint.Agbogbloshie, Ghana and the story of our eWaste and how it affects the people who live there (3) |
| **Integrated Skills*** Mapping: exploring supply chains and flow lines
* Analysing data visualisation (and producing one)
 |
| **Key vocabulary**Supply chain, consumption, consumers, gyres, globalisation, shipping containers, freight, AIS,  |
| **Key Texts**‘Everything we touch’ – Paula Zuccotti (for creative prep task)‘Empire of Things’ – Frank TrentmannFollow the Things website and resources: <http://www.followthethings.com> -written by APStory of Stuff – <https://storyofstuff.org/> - Annie Leonarde-Waste republic: Al-Jazeera interactive <https://interactive.aljazeera.com/aje/2015/ewaste/index.html>CILT resources written by AP for the Geographical Association:<https://www.geography.org.uk/Transport-and-logistics--Lesson-six-Shipping-containers> ‘Moby Duck’ – Donovan Hohn‘Confessions of an Eco Sinner’- Fred Pearce‘Door to Door’ – Edward HumeseWasteland film – David Fidele – VimeoPerse Geography: <https://twitter.com/PerseGeography/status/951005422965620736>  |

**Additional section if required**

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| **Music and Geography – TBC – Glastonbury as a Temporary place***Also adapt Perse activity on how places are represented in music videos**(Ely Folk Festival)* | (2)Unit taken from work with Peter Knight – adapted from previous unit written by Vicki Woolven and GTT unit - TBC |

**8.4: Fashion Revolution**

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| **Key Ideas** | **Key Content** |
| The clothes that we wear connect us with other people in other parts of the world, and also say something about us. | To know the story of our school uniform: using the details of SchoolBlazer’s supply chain to explore the global nature of the clothes we wear to school (1)  |
| The conditions under which our clothes are made are not always as we would expect. Our choice of retailers can be important. Some people are employed in poor conditions, and are poorly paid. | Exploring the sourcing of our clothes. Rana Plaza collapse in 2013 – 8 Storeys and €2 T-shirt films as provocations.Exploring the existence of sweatshops (sensory sheet) and DME to improve them (3) Making use of Follow the Things work of AP. |
| What are MNCs and what part do they play in perpetuating the injustices in the way our clothes are made? | To understand the significance of transparency in the supply chain for MNCs, and the different ways that they face their corporate social responsibility e.g. Nike Manufacturing Map (1) |
| An organisation called Fashion Revolution was founded after the Rana Plaza collapse. What are its aims? How we can help improve the lives for garment workers?  | **Fashion Revolution Week** (2) (April 23rd – anniversary of Rana Plaza) – activities.Activism and ideas. Garment worker diaries from Fanzine etc.Piktochart infographic creation task. |
| Each product we buy has a story. Unpicking the story of a t-shirt. | T-shirt display task using NPR interactive activity (1) |
| ‘Kick’ – Global sporting events and their link with sweatshops – exploring the links using fiction | ‘Kick’ – Mitch Johnson (3) – (class set of books available) – reading and exploring the depiction of sweatshops – also contrast to Sialkot and Football factories |
| **Integrated Skills*** Mapping: Nike manufacturing map and analysis of data
* Numeracy – working out share of cost of different elements of NPR T-shirt
* Persuasive writing and other media
* Infographic creation using Piktochart
 |
| **Key vocabulary**Rana Plaza, Fashion Revolution, Fast Fashion, transparency, sweatshop, MNC, TNC, multinational, supply chain, manufacturing |
| **Key Texts**Fashion Revolution website: <https://www.fashionrevolution.org/> - resources, and FanzinePlanet Money makes a T-shirt: <https://apps.npr.org/tshirt/#/title> ‘Kick’ – Mitch Johnson – Resources <https://docs.wixstatic.com/ugd/8ec569_d9c7e733f162474eaedabb835169967a.pdf> Nike Manufacturing Map and similar tools: <http://manufacturingmap.nikeinc.com/> Primark Resources: <http://www.primark.education>  |

**8.5: Extreme Geographies**

*“Because it’s there… Everest is the highest mountain in the world, and no man has reached its summit. Its existence is a challenge. The answer is instinctive, a part, I suppose, of man’s desire to conquer the universe.” – George Mallory*

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| **Key Ideas** | **Key Content** |
| We live in an extreme world, with a huge variety of landscapes and climate, all of which are inhabited by people. How do people cope with these extremes? | Introduction to some of the world’s topographical and climatological extremes. What makes something extreme? (1) How can people adapt to extreme places? (1) Human Planet DVD to give examples.What are some of the extremes that KEJ staff have experienced? |
| What is life like for schoolchildren in some of these extreme places? How does their journey to school compare with KEJ pupils? | Looking at some extreme journeys to school. Share videos of Kibera, climbing mountains, war zones etc.The story of the Chadar valley and the commute to school. Using RGS-IBG unit resources (3-4) |
| What are some of the most extreme jobs in the world? Why do people choose to do such dangerous jobs? | Looking at the sulphur miners of Kawah Ijen (1-2) – Job application task – what other extreme jobs would there be? (previously used in Y9) |
| Some extreme landscapes have an irresistible pull for people, despite the risks: Mount Everest is one of those places. | Everest unit, including mention of Mallory and Tenzing/Hillary plus more recent ascents. Lots of audio-visual material including DVDs (3-4) Based on the work of Matt Podbury. Includes mapping and mention of the Death Zone. Link to previous task: is being a Sherpa guide the hardest job in the world?Stories from Ben Fogle (fellow OS Champion) and Kenton Cool  |
| Explore an extreme environment of your choice: extreme heat or cold, danger | Extreme location – guide and TripAdvisor report on an extreme place they would like to visit e.g. Death Valley |
| **Integrated Skills*** Introduction to research methods and understanding the difference between qualitative and quantitative data
* Mapping
* Statistical analysis
 |
| **Key vocabulary**Extreme, quantitative, qualitative, glaciation, conflict, Sherpa, tectonic plates, altitude, ‘Death Zone’ |
| **Key Texts**‘Human Planet’ – DVD and book – includes several storiesGeographyPods unit by Matt Podbury on Everest – all resources available here <http://www.geographypods.com/8850-top-of-the-world.html> Including GigaPan image: <https://s3.amazonaws.com/Gigapixel_Trees/Pumori_Spring2012_EBC_Full/EBC_Pumori_050112_8bit_FLAT.html> ‘Guinness Book of World Records’ Chadar valley and Zanskar – all resources can be downloaded from:<https://www.rgs.org/schools/teaching-resources/extreme-tourism/>Video: Ascension: <https://vimeo.com/124780139> and other videos related to Everest and the Ascent of Everest |

**8.6: Thirsty Work**

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| **Key Ideas** | **Key Content** |
| Water is our key resource and we cannot live without it. It is not evenly distributed in the world with some countries enjoying water security, but others experiencing insecurity. | Explore the importance of water to people, and its influence on our activities. Visualise how much water we use each day, and the idea of Virtual Water. Explore areas of Water Seurity. Thirst PPT <https://www.slideshare.net/jbrenman/thirst> Complete work on Cape Town and Day Zero from ECOLINT (3) |
| Water follows a cycle of movement involving stores and flows, both locally and on a global scale. How does water circulate on the school site? | School site hydrology and use a range of tools to explore where water goes. Recap on Hydrological Cycle and produce large scale version. Use Mission:Explore water activities to frame this. Infiltration activity (still have equipment, so may be possible) (1)Water on the land and front garden mapping in the area using Get Off the Road activity with ArcGIS online (1)Cloud Appreciation Activity. |
| The bottled water industry is huge – we spend billions of pounds a year on something that we could get for much less – why do we do that? | Bottled water – the Story of Bottled Water (1) and a look at the industry – some examples of sourcing.Make use of Functional Skills resource to consider whether we should be buying Bottled Water (connect with the Plastics theme from earlier in the year) (2) |
| **If time permits, and depending on the relevance of the title.** | **Entry for RGS-IBG Young Geographer of the Year award.** |
| **Integrated Skills*** Project work.
* Functional Skills work – persuasive media and debate
 |
| **Key vocabulary*** Water security, hydrology, hydrological cycle
 |
| **Key Texts**Royal Geographical Society YGOTY Award (title announced in May each year): <https://www.rgs.org/schools/competitions/young-geographer-of-the-year/> Mission:Explore Water (PDF download) from <https://www.tes.com/teaching-resource/mission-explore-water-6386055> (including Teacher’s Notes)Atlas of Water – Guerrilla Cartography: <https://www.guerrillacartography.org/> Functional Skills booklet – written by AP <http://dera.ioe.ac.uk/2231/1/sec_func_skill_ge_0007210.pdf>Get off the Road – written by AP <https://mapstream.edina.ac.uk/resources/GetOffTheRoad.pdf>The Story of Bottled Water – Annie Leonard <https://storyofstuff.org/movies/story-of-bottled-water/> |

**We will also be trialling a new resource from the Royal Town Planning Institute called ‘Place Makers’ (2018-19 only)**

*Royal Town Planning Institute Board Game, building on resources here:* [*http://www.funkidslive.com/learn/agent/#*](http://www.funkidslive.com/learn/agent/)

*Factor in 2 lessons for this to happen and then debrief and provide feedback for the RTPI.*



**Assessment**

Student books will be marked according to the Department’s Marking and Assessment Policy. ***There will be annotation of the Learning Habits using stickers/stampers, depending on decisions made in KEJ***. These will be formative assessments.

Stickers will also be used for key ideas so that these are clearly communicated. A Student Handbook will also be produced and distributed at the start of the year to help students track work and prep tasks through the year.

Regular summative assessments will also be carried out as part of the annual schedule of examinations in Year 7 and 8. These will be based on existing assessments.

Work to embed exam command words (display in geography classroom) will continue, including work with Gary Williams to support all students, and ESOL students in particular.

We will make clearer use of icons developed by Claire Kyndt for the online GCSE course to ‘traffic light’ particular moments within lessons.

Existing resources will be edited so that there is standardisation of format.



**Dissemination and support**

New pages to be constructed on Firefly by September 2018, to match the new structure and to include archiving of current content which is not relevant, and repurposing of those units which will still be relevant.

Will look to reduce the amount of printed material other than key documents and booklets for particular tasks.

Work to continued to be shared on the departmental blog: <https://geographyteacher2point0.blogspot.co.uk/> and also on the Twitter feed: @KingsElyGeog for access by interested parents and students. New Firefly area to be constructed over the summer.

Resources to be held in the filing cabinet in N2, with class sets of relevant sheets duplicated in advance.

**Appendix**

**Geographical Skills** (from GCSE specification)

**Cartographic skills**

• use and understand gradient, contour and spot height on OS maps and other isoline maps (e.g. weather charts)

• use and understand grid references/co-ordinates, scale and distance

• describe and interpret geo-spatial data presented in a GIS framework

**Graphical skills**

• select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts,

• interpret and extract information from different types of graphs and charts including any of the above and others e.g. triangular graphs, radial graphs, wind rose diagrams, proportional symbols

• interpret choropleth maps

**Numerical skills**

• demonstrate an understanding of number, area and scale and the quantitative relationships between units

• design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability

• understand and correctly use proportion and ratio

• draw informed conclusions from numerical data

**Statistical skills**

• use appropriate measures including median, mean, range and deciles

• calculate percentage increase or decrease

• sketch trend lines through scatter plots; make predictions; interpolate and extrapolate trends

• be able to identify weaknesses in selective statistical presentation of data

**Alan Parkinson**

**June 2018**

**V2.0**