



Year 7 Geography PoS

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
Curriculum Intent		
<p><u>Provide students with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></p> <ul style="list-style-type: none"> - Teach students geographical skills such as map work, interpretation of graphs and data in lessons. - Provide extra-curricular opportunities clubs and trips for students within the year. - Develop their understanding of geographical knowledge in lessons and regularly assess this through assessment tasks. - Develop enquiry and fieldwork skills to enable students to investigate local issues. - Student use creative skills in lessons and when completing homework tasks. - Use the skill of empathy and decision-making during lesson activities. - Regular use of independent, pair and group work. - Develop student literacy through opportunities to read in class and learn key terminology. - Develop students numeracy skills by collecting and analysing a range of data, and interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS - Encourage curiosity about the world – physical and human processes. Students to develop an understanding that it is important to use the world sustainably and challenge injustice. - Students are introduced to the important roles that decision makers, journalists, environmental pressure groups and leaders of countries would fulfil. - USE Geographical Information Systems (GIS) to view, analyse and interpret places and data <p><u>Clearly state the end points that students are building towards and the knowledge and skills required to reach them.</u></p> <ul style="list-style-type: none"> - Clear learning objectives and lesson outcomes. - Students are aware of their pathways and have a clear understanding of their strengths and targets for improvement. - Clearly structured assessments that test student understanding and identify gaps in knowledge and next steps. 		



- Regular use of peer/self-assessment and opportunities to reflect on understanding and progress.
- Building pathway to GCSE/ A Level Geography.

Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.

- Planned so that students have a variety of physical and human geography topics and understand connections.
- Provide students with geographical knowledge of a range of places and scales.
- Basic skills are taught and revisited throughout SofL. Students are encouraged to make synoptic links between topics of study.
- Students are introduced to a skill before being assessed on them.
- Topics taught are interlinked and reflected in a metacognitive approach.

Has high ambition for all students

- Regular use of extension/ stretch activities.
- Challenging assessment tasks are developed with a range of question type (GCSE-style assessments)
- Critical thinking skills are explored and developed.
- High expectations are apparent to students throughout the year.

Term	Topic	No. of Lessons	Assessment
Autumn 1	<p><u>Map Skills</u></p> <p>Content: The unit provides an overview of why it is important to study geography and what geography includes. Prior knowledge will be assessed, and students will learn about the main continents, oceans and how to use an atlas. Students will extend their knowledge of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on the environmental regions and key physical and human characteristics, countries and major cities. They will be able to interpret Ordnance Survey Maps in the classroom, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. Students will use GIS to view, analyse and interpret places and data.</p> <p><u>Skills:</u> direction, scale, 4 and 6 figure grid references,</p>	10	<p>H/W: W/S – consolidating map skills. 4 figure grid references, 6 figure grid references, height on maps.</p> <p>Pair presentation of a given country from Africa, Russia, Asia, Middle East.</p> <p>Assessment</p>
Autumn 2	<p><u>Opportunities and Challenges of Africa</u></p> <p>Content: Students investigate the variety of environments and climates found within Africa and challenge perceptions many people have of the continent. They</p>	12	<p>H/W – Prepare a case study file of any country in Africa – Weather / Climate / location/ physical features, major cities /</p>



	<p>will investigate differences in quality of life and key physical human characteristics between North Africa and Sub Sahara Africa. Students will investigate the geographical impact of the slave trade colonisation and current investment into Africa by China and identify the links between colonisation and neo-colonisation. Students will understand the opportunities that Africa has for development including environment, resources and the building of a green wall.</p> <p>Skills: Interpreting and drawing climate graphs. Interpretation of data, interpretation of political cartoons / images.</p>		<p>population/ source of income / imports / exports</p> <p>H/W- Write a short newspaper article which details China's investment in Africa and whether this is positive or negative for Africa's future development.</p> <p>Assessment</p>
Spring 1	<p>Weather and Climate</p> <p>Students to understand the difference between weather and climate. To consider how the difference aspects of the weather can be measured. Students to learn about the UK's climate – and the spatial variation and change over time. Students will learn about the types of rainfall and importance of air pressure. Students will develop an understanding of the increased global temperature and the reasons why, and the subsequent extreme weather events – focussing on the impacts of hurricanes (Hurricane Irma).</p> <p>Skills: Interpreting data, learning to read a synoptic map, categorising impacts into social, economic and environmental.</p>	12	<p>H/W – keep a weather diary for a week.</p> <p>H/W – Research and prepare a case study file of an extreme weather event of your choice</p> <p>Assessment</p>
Spring 2	<p>Rivers</p> <p>Students understand how physical processes interact to influence and change landscape. Students develop knowledge about rivers and about the key points of a drainage basin and the differences observed in the upper, middle and lower course of a river. Students to learn about the processes of a river – erosion, transportation and deposition. To be able to explain how meanders and ox-bow lakes form. Students will also learn about why rivers flood and methods of flood prevention. Students will use the River Mekong as a case study, identifying the reasons why the river is so important to many Asian Countries and the controversy surrounding it.</p>	8	<p>H/W – Draw and label a diagram of a river meander and oxbow lake and explain how they are formed.</p> <p>H/W – Answer the question? Should China be allowed to place Dams along the River Mekong?</p> <p>Assessment</p>



	<p>Skills: Interpreting and drawing line graphs, long profile. Literacy – key terms. Drawing annotated diagrams.</p>		
Summer 1	<p>Settlements Students will learn about how settlements develop and will consider the factors that need to be considered when siting a settlement and what makes an effective settlement – link with transport and trade. Students to understand the link between major cities being closely located near rivers – identify London – Thames, Baghdad – Tigris, Moscow – Moskva, Shanghai – Yangtze, Cairo – Nile etc. Students to understand how settlements expand in terms of population and urbanisation and economic development. Students to understand why some people choose to site settlements in hazardous areas.</p> <p>Skills: Literacy – use of key terms, interpretation of aerial photographs and maps. Sketches.</p>	9	<p>HW – Choose a major city from around the Globe and provide a case study fact file of how it developed from early settlement to present day – provide a timeline of key events.</p> <p>HW – Why do people choose to live in hazardous settlements?</p> <p>Assessment</p>
Summer 2	<p>Sustainable Festivals – Synoptic Topic Area</p> <p>Students to consolidate knowledge from all topic areas and focus on synoptic topic area of Festivals. Students to locate various Festivals from around the globe and investigate their cultural significance. Using their mapping skills and GIS to locate the area and investigate why location is so important. Link with Year 7 Cultural Fair.</p> <p>Students to investigate a particular Festival on a local scale - consider if Glastonbury is located on a suitable site. They identify the advantages and disadvantages of the current site and evaluate ways in which the festival could be made more sustainable. Students to consolidate knowledge of weather, climate and Rivers, identifying Glastonbury and the Flood risk. Students focus on how this festival aims to be sustainable – students plan and present their own sustainable festival identifying their own chosen location from around the globe – considering all factors studied during the course – Weather, Climate, Site, Location, Settlement, Topography, Scale</p>	8	<p>HW – Prepare resources to show where you or your descendants national identity – where your family have or once settled – flag, language, food, religion, population, facts in history, famous people, favourite sport, music, cultural traditions etc</p> <p>H/W: Locate an area of your choice from around the Globe to host a festival, name your festival, advertise and justify your choice of location considering all physical and geographical factors.</p>



	<p>Skills: Making links between topics of study, collaboration, presentation skills, forming a judgement.</p>		<p>H/W prepare a presentation.</p>
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