

## YEAR 7 Overview - Geography

**Rationale:** In Year 7, students explore their own country before moving further afield to look at Africa and areas within it. We also introduce the different types of Geography which we will be studying over the following three years. We build on work started in primary schools but make learning and link clear as many students have not studied Geography as a separate subject before as it has been integrated into topic work. It is evident that many of our students have very little experience of the wider world so we try to broaden their horizons. The Geography Curriculum has been designed and produced by the staff of the Geography department to try and inspire a curiosity and fascination about the world and its people.

Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>• To meet the needs of our students</li> <li>• To enable all students to progress and achieve their potential</li> <li>• To develop literacy and numeracy skills alongside geographical skills</li> <li>• A broad and balanced curriculum which covers physical, human and environmental geography and introduced students to a variety of places</li> <li>• Successful learners who show a love of Geography, and seek to make good progress and achieve their potential</li> <li>• Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Pupils need to know that we are all Geography</li> <li>• A sense of freedom and flexibility to cover world events as and when they take place, e.g. COP</li> <li>• Geography is an inherently interesting, challenging and useful subject in its own right</li> </ul>	<ul style="list-style-type: none"> <li>• Two hours a week with the same teacher</li> <li>• Units have been chosen to be a mixture of human, physical and environmental geography</li> <li>• Knowledge and skills are developed through the teaching of these units</li> <li>• Builds on prior knowledge from primary school and follows the National Curriculum</li> <li>• Units are adapted (adaptive teaching) to meet the needs of all ability learners</li> <li>• The teaching of literacy and numeracy is embedded throughout the curriculum</li> <li>• Time is allowed for revision and retrieval of knowledge and skills</li> <li>• Sequencing of units is consistent across KS3 to build on skills from earlier units</li> <li>• Lessons have been created by member of the Geography department using published resources and lessons of their own design</li> <li>• Homework is in the process of being built into the schemes to consolidate learning</li> <li>• PowerPoints are structured to follow a sequence of lessons but individual staff will adapt their teaching according to the needs of their group</li> </ul>	<p>Formative assessments include:</p> <ul style="list-style-type: none"> <li>• Common assessments, progress tests for units and end of year exams</li> <li>• Student response to specific targets set by teacher</li> <li>• Self and peer assessment</li> <li>• Student voice feedback – questionnaire</li> <li>• Continuous review of the curriculum by staff and students following each unit</li> </ul> <p>Assessment data will provide information on progression</p> <p>The purpose of the assessments is to assess student progress, inform parents and to make effective judgements on grades and setting.</p>

Autumn Term 1	Spring Term 1	Summer Term 1
<p><b><u>Fantastic Places</u></b>            In this module we shall explore what it means to be a geographer. We shall investigate the difference between physical, human and environmental geography and learn about the countries of Europe and North and South America. We shall understand how we locate places in the world including latitude and longitude and grid references. We shall also develop our map skills.</p> <p>Prior learning to be revisited.            Location of Continents            Countries in N&amp;S America, Asia            Compass directions            4 Fig Grid references</p> <p>How will learning from this unit be developed?            Using Latitude and Longitude to locate biomes            Use of compass directions and latitude and longitude to locate places</p> <p>1 2 4 6</p>	<p><b><u>Landscape &amp; Rivers</u></b>            We begin by studying the water cycle and how rivers are formed. We explore how erosion transportation and deposition create different landforms along the river. We learn how to recognise these landforms from O/S maps. We conclude by discussing how floods occur.</p> <p>Prior learning to be revisited.            O/S Maps            Rivers            Water cycle</p> <p>How will learning from this unit be developed?            Location of cities – link back to importance of rivers.            Settlement – why people live where they do</p> <p>1 2 6</p>	<p><b><u>Africa</u></b>            This unit introduces the challenges and opportunities facing Africa. It starts with the danger of the single story, encouraging pupils to challenge stereotypical views of this diverse continent. Pupils will explore the physical geography and colonial history of Africa to give them a grounding upon which to build when studying the development of African countries.</p> <p>Prior Learning to be revisited.            KS2 Knowledge of Africa.            Climate zones            Map Skills            Population</p> <p>How will learning from this unit be developed?            Further work on climate zone in Y8 (Russia and Asia) and Y9 (Middle East)</p> <p>1 2 4 6</p>
Autumn Term 2	Spring Term 2	Summer Term 2
<p><b><u>Great Britain</u></b>            In this unit we look at the difference between the British Isles, Great Britain and the UK. We look at the physical geography of Great Britain and can locate key features on a map.</p> <p>Prior learning to be revisited            Use of maps</p> <p>How will learning from this unit be developed?            Comparisons made between countries when looking at areas in Africa and Asia &amp; Russia in Y9 and Middle East In Y9            Links to settlement and why people live where they do</p> <p>1 2 4 6 8</p>	<p><b><u>Weather &amp; Climate</u></b>            In this module we shall learn the difference between weather and climate, and the elements that make up the two. We shall learn how to record and present weather data. We shall also consider the different climate zones of the world.</p> <p>Prior learning to be revisited.            Different climates areas around Great Britain</p> <p>How will learning from this unit be developed?            Weather and climate of areas in Africa            Climate graphs            Weather and climate of areas in Russia &amp; Asia (Y8)            Weather and climate of areas in the Middle East (Y9)</p> <p>1 2 6</p>	<p><b><u>Settlement</u></b>            In the final unit we look at where people live and why they choose to live there. We look to see if there are any settlement patterns. Manchester is a case study and we look at how and why the city grew.</p> <p>Prior learning to be revisited</p> <p>How will learning from this unit be developed?            Areas of Russia where people live and why            Population density in Asia (Y8)            Population density in the Middle East (Y9)</p> <p>1 2 4 6 8</p>

No.	<ul style="list-style-type: none"> <li>• Cross Curricular Link</li> <li>• Literacy</li> <li>• Numeracy</li> </ul> <b>highlighted in topics</b>	•
1	Literacy and Oracy	Different types of writing, e.g. report, postcard. Students present work and read text aloud.
2	Numeracy	Students interpret data from tables and graphs provided. Students present data in different forms, e.g. climate graphs, pie charts, bar charts.
3	RSE **	
4	SMSC /CITIZENSHIP*	Comparisons of how people live, e.g. comparing life in LIDC, EDC and AC's. Role of women in society, religions found in differing counties.
5	Digital Competency	
6	Careers	Look at careers linked to particular aspects studied, e.g. cartographers when looking at maps.
7	Enterprise	
8	Economic Understanding	Looking different types of jobs, why some countries are richer than others.
9	Appreciation of Sports and the Arts	