

# GEOGRAPHY Year 7

The Geography curriculum is planned so that it inspires a curiosity and fascination about the world and its people. Throughout KS3 and KS4 students are equipped with knowledge about diverse places, people, resources and natural and human environments. Whilst nurturing geographical skills that will enable students to become active participants in the future of our planet, Geography also allows individuals to think critically and refine their ability to express their opinions.

## Curriculum overview:









|                    | <b>Autumn term: Geographical Skills</b>  |   | <b>Spring: Tectonic Hazards</b>   |   | <b>Summer: Diverse Africa</b>  |   |
|--------------------|--|---|---|---|--|---|
| <b>Half term 1</b> | This unit introduces students to Map Skills and assesses their competencies at the end of the unit. Basic skills are introduced such as identifying symbols, understanding scale, height and direction, as well using both 4 and 6 figure grid references to locate places. On a global scale, Latitude and Longitude are explored and applied to both atlas and globe scenarios. Students are taught to read maps at a variety of scales using globes, atlases and Ordnance Survey Maps. Students will explore an OS map of their local area and apply map skills learnt. This unit is taught for the whole of the Autumn term. |   | This unit introduces students to the structure of earth, and how movement of the earth's plates lead to volcanoes and earthquakes. For the named examples studied, the causes, effects and impacts will be investigated looking at examples from HICs and LICs. Students will be challenged to explore why there are differences in terms of effects and impact and management / protection strategies employed by the different countries. |   | The Key principle to be taught in this unit is that Africa is a continent of huge diversity across all geographical principles from climate to landscape, desert to rainforest and poverty and wealth. Africa will be located and its key physical features compared and contrasted alongside information relating to the history and development of Africa. Causes and measures of poverty will be analysed and discussed. These examples will then be compared with areas / countries of wealth in Africa. Solutions to escape poverty and development will be studied through case studies – in particular of Kenya (which is revisited as a case study throughout the Key Stage. |   |
|                    | <b>Important vocabulary:</b>   |   | <b>Important vocabulary:</b>  |   | <b>Important vocabulary:</b>   |   |
|                    | Map<br>Political<br>OS Map<br>Weather Map<br>Relief<br>Longitude<br>Latitude<br>Scale<br>Physical<br>Compass<br>Grid Reference   | Contour<br>Satellite<br>GPS<br>Aerial<br>Symbols<br>Graph<br>Projection | Plate Tectonics<br>Continental<br>Plates / Drift<br>Crust<br>Mantle<br>Core<br>Natural Hazards<br>Seismometer<br>Prevention<br>Protection   | Constructive<br>Destructive<br>Conservative<br>Crater<br>Pyroclastic Flow<br>Tsunami<br>Impact<br>Social<br>Environment<br>HIC<br>LIC | Continent<br>Diverse<br>Physical<br>Human<br>Poverty<br>Wealth<br>Rainforest<br>Desert<br>Landscape  | Famine<br>Sustainable<br>Development<br>Relief<br>Drought |

|             | Autumn term: Geographical Skills | Spring: Tectonic Hazards  | Summer: Diverse Africa  |
|-------------|----------------------------------|---|---|
| Half term 2 | See Half term 1                  | <b><u>Weather and Climate</u></b><br><br>The unit identifies the difference between weather and climate and then moves on to look at the physical processes behind the weather – high and low pressure systems. Skills such as climate graphs are also introduced in this unit. ‘The Beast from the East’ is a key focus. The final part of the unit explores tropical storms and then compare the effects of such storms in areas of contrasting wealth – The USA and The Philippines. | Business Boom<br><br>The principal concept running through this unit is that of the exploitation of LICs and NEEs by trans-national companies using the key companies of Apple, Nike and Primark. Issues such as child labour, wages and working conditions will be studied as well as solutions to unfair trade. In addition to this the basic structure of industry will be looked at such as primary, secondary and tertiary industries. To consolidate understanding and exercise will be carried out in relation to the location of football stadium in a UK city. |
|             |                                  | <b>Important vocabulary:</b>  | <b>Important vocabulary:</b>  |
|             |                                  | High Pressure<br>Low Pressure<br>Relief<br>Evaporation<br>Condensation<br>Precipitation<br>Climate Graph<br>Temperature<br>Hurricanes<br>Cyclones<br>Typhoons   | HIC<br>LIC<br>Local<br>National<br>International<br>Depression<br>Anticyclone<br>Front<br><br>Distribution<br>Location<br>Expansion<br>Compare<br>Contrast<br>Primary<br>Secondary<br>Tertiary<br>LIC<br>NEE  |

## Key staff contacts:

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## What are our curriculum aims for your child in year 7?

-  Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.
-  Interpret Ordnance Survey maps in the classroom and the field, including grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.
-  Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.
-  Collect, analyse, and draw conclusions from geographical data.
-  Understand the basics of international business.
-  Explore the earths' structure and natural disasters.
-  Develop an understanding of weather and climate.
-  Explore the diverse geography of the African Continent.

## How can I help my child be successful in Geography?

- 🏠 Encourage your child to frequently read or watch the local, national and global news
- 🏠 Explore the key vocabulary often with your child to help them transfer it to long term memory
- 🏠 Look at different maps of local areas, the UK and the globe
- 🏠 If you travel anywhere, encourage your child to use a road map and be the map keeper
- 🏠 Practice tricky spellings together

## How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their written and oral responses.

In Geography we value the importance of providing students with feedback that enables them to progress. We therefore provide formative feedback that requires a response from our students. This may be a short response to correct an error or longer response to improve a section of an extended piece of work. Students will complete this work in green pen and are then able to reflect clearly on where they have made progress.

To give students the time to practice extended writing pieces, we set, mark and give feedback at least once per unit of work. This provides a clear demonstration of the skills that the students have gained and those which require work. This is used, along with their classwork and feedback, to inform the reports you receive home.

Please feel free to contact us to discuss our assessment policy in depth.