

## Year 7 GEOGRAPHY

### **Overall Intent:**

The curriculum in Geography is ambitious because it challenges students to reflect frequently on their own learning and to help students to develop their own awareness of their place in world. We want to inspire our students to become thoughtful, informed citizens of our community. Throughout Key Stage 3, a broad and rich Geography curriculum has been designed to develop geographical knowledge and understanding through the study of a range of topics, incorporating Physical and Human Geography. Key geographical skills (including mathematical, cartographic, investigative, and problem-solving skills) are encountered right from the beginning in Year 7; students will have the opportunity to develop and refine these skills and will be able to apply them to different familiar and unfamiliar contexts. Our new Year 7 students come from a wide range of feeder primary schools and have received a varying experience of Geography at Key Stages 1 and 2. Therefore, the first part of our Key Stage 3 curriculum is designed to engage students through 'awe and wonder' topics (e.g. Local place, Rivers or Urbanisation) and to fill any gaps in terms of geographical skills – as these are going to be important tools that will be revisited in every topic. Also, in Year 7, students will develop their geographical and analytical / thinking skills to help them explore aspects of our physical and human environment in topics including Ecosystems such as the Savanna and the issue of Fast Fashion.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic/Area of study</b>	'ME ON THE MAP'	URBANISATION	RIVERS AND FLOODING	RIVERS AND FLOODING	ECOSYSTEMS	GLOBALISATION AND FASHION
<b>Key learning aims – knowledge</b>	Knowledge relating to local area. Map reading skills – to build on what students have learned at primary school.	Knowledge acquisition focuses on India as a Newly Emerging Economy, looking in particular at the causes of urbanisation, urban growth, shanty towns, Mumbai, rural/urban migration.	Knowledge acquisition focuses on the UK, looking in particular at the causes of flooding, flood management, climate change. Students will further develop map skills and review their KS2 knowledge of the water cycle.	Knowledge acquisition focuses on the UK and India/China, looking in particular at the location and causes of flooding, economic issues, and the contrast to UK management.	Knowledge acquisition focuses on Kenya as a case study location, looking in particular at Savanna ecosystems, desertification, culture, Masai, tourism.	Knowledge acquisition relates to global companies, trade, fashion's 'dirty secrets', 'fast fashion' and working rights and responsibilities.

<b>Key learning aims - skills</b>	<b>Throughout the year, students will develop their ability to:</b> <ul style="list-style-type: none"> <li>• Use a wider range of geographical vocabulary</li> <li>• Use, interpret and analyse more complex unfamiliar source material such as maps and graphs</li> <li>• Use direction, scale, distance and relief accurately</li> <li>• Draw and annotate diagrams/ sketches</li> <li>• Refer to specific examples</li> <li>• Discuss advantages and disadvantages</li> <li>• Justify conclusions</li> <li>• Describe patterns and relationships</li> </ul>				
<b>Assessment</b>	Map skills test (application of knowledge/skills)	Shanty Town assessment (application of knowledge) Reminder of writing skills from KS2 SATs	Flood plan (peer assessment) (application of knowledge/ extended writing)	Biomes in a box Select one of 3 biomes – Africa Transect	Summer Exam (Knowledge recall)