

Subject: Geography		Year 7			Ability Mixed Bands (Green and Blue)	
Term / Date(s)	Half term 1 (7 weeks)	Half term 2 (7-8 Weeks)	Half term 3 (6 Weeks)	Half term 4 (6 weeks)	Half Term 5 (6 weeks)	Half Term 6 (7 weeks)
Topic	My World: Geography Basics	A Hazardous World: Human and Natural Hazards around the World.	The Unique World: River Landscapes	The Unequal World: Uneven Economic Development	The Future World: World's big Problems	The Practical World: Map Skills
Topic overview	A study of geographical concepts and theories in the domain of our students lives.	A study of both natural and human caused hazards around the world.	Students study a unique physical landscape of the world (Rivers).	A study of how the world's economic development is highly uneven and what the impacts are for people living in these counties.	A study of future world issues and challenges, with a focus around resource management.	A practical application of geographical, fieldwork and math skills, through a mini fieldwork project.
Pupils will learn...						
Components	<p>Introduction to geography skills and Recap of KS2 National Curriculum content:</p> <ul style="list-style-type: none"> - What - Why - How <ul style="list-style-type: none"> • Where are the worlds continents and oceans? • What are lines of latitude? • What countries make up the UK? • What are counties? <p>The aim is to recap these components of learning and plug the gaps of any missing KS2 National Curriculum content. Students will be assessed using a baseline test at the start of Y7.</p> <p>Students will also complete a study of their local area, including a data collection, presentation and analysis of where their peers live within our local area.</p> <p>Students will also identify features of both human and physical landscapes, in order to apply future learning to real life circumstances.</p> <p>Students will complete a small study of coastal landscapes and how they are impacted by the physical process of erosion.</p>	<p>Hazards occur in many different ways. Some may be caused by humans and some by natural factors.</p> <p>Hazards students will study include:</p> <ul style="list-style-type: none"> • E-Waste (Human) – Students study where the developed worlds electronic waste is sent when discarded. A case study of Ghana will be looked at and an assessment of the different social, economic and environmental impacts are. • Tropical Storms (Natural) • Forest Fires (Both) • The Hazards that lead to the sinking of the Titanic (Both) • The Ivory Trade (Human) <p>Students will analyse the causes of the hazard. Effects on people, economies and the environment, and how these hazards are being managed for the future. This is in preparation for future hazard case studies covered in KS4 (Haiti Earthquake, Japan Earthquake and Typhoon Haiyan).</p> <p>Students will also be able to identify the differences in primary and secondary impacts and responses of natural and human hazards. When looking at KS4 case studies, students will need to know the differences in impact and response times,</p>	<p>Students will learn within this topic how rivers have changed; how the landscape has looked throughout time and how they can cause problems when flooded.</p> <p>Areas of focus students will study include:</p> <ul style="list-style-type: none"> • Fluvial processes – Erosion, transportation and desposition. • Upper, middle and lower courses of a river – it's characteristics, rates of velocity and lateral and vertical erosion. • Meanders and waterfall formations. • Human and Physical causes of flooding. • Flood management – using case example of Cumbrian floods. • Local river case study – River Calder • Wider world river case study – The River Nile. <p>Students will study how a river changes from upper to lower course, including it's landforms, in order to explain how human and physical factors influence natural landscapes.</p> <p>Students will study a local river case study (River Calder). In order to understand how humans can interact</p>	<p>Students will learn how the world is unequal: how we measure/indicate levels of development; how this impacts responses to global pandemics; compare and contrast living standards across the world and how could we as individuals go towards solving this unequal problem.</p> <p>Areas of uneven development the students will study include:</p> <ul style="list-style-type: none"> • HIC, NEE, LIC examples and comparing life between two contrasting countries of wealth. • Comparing and contrasting GDP and HDI using data and a range of data presentation methods. • Comparing global responses to pandemics dependant on their level of development (malaria, COVID-19). • Management strategies for inequality at regional, national and global scales. <p>Students will learn about different levels of development,</p>	<p>This topic aims to introduce students to how we must act to preserve our future world and control to problems that we sometimes add too.</p> <p>Areas of focus that students will study include:</p> <ul style="list-style-type: none"> • The future of our jobs • Plastic pollution • Fast fashion • Will our future be ice • Designing our home for the future <p>Students will learn about the change in the industry structure. This enables students to explain how the sectors have developed over time.</p> <p>Students will learn about the increasing problem of plastic pollution. This will enable students to make links with global warming and resource exploitation.</p> <p>Students will study the concept of fast fashion and apply to the exploitative human activities.</p> <p>Students will learn what climate change is and how the future is influenced by global superpowers</p>	<p>This topic aims to introduce students to geographical skills which are then developed throughout their KS3 and KS4 geographical journey.</p> <p>Areas of focus include:</p> <ul style="list-style-type: none"> • Using an Atlas • Contour lines • Emotional mapping • Grid References • Presenting data – choropleth maps <p>Students will begin their journey looking at why and how we use Atlases. Students will study map symbols and meanings by looking at a range of regional and national maps.</p> <p>Students will learn what contour lines are, how they are measured and why they are useful. This is in order to identify physical features like mountains, on an OS map.</p> <p>Students will plot and analyse a choropleth map, in order to explain how distribution patterns occur across geographical spaces.</p> <p>Students will complete the practical world unit by emotion</p>

		to understand the immediate and long-term effects of hazards, and how these differ in areas with contrasting levels of wealth.	and bring both benefits and drawbacks to the local environment.	in order to compare living standards and development indicators. Students will explore how different developed countries respond to the global pandemic, in order to understand how development can impact global decisions and responses.	actions. This will enable students to explore how we can reduce the impacts of climate change.	mapping around school, in order to examine how feelings can change opinion on places and spaces.
What pupils should already know (prior learning components)	Pupils should already understand KS2 national curriculum content: <ul style="list-style-type: none"> Describe location the world's countries, oceans and continents. Name and locate counties and cities of the United Kingdom. Able to identify the position and significance of latitude, longitude such as the Equator. Understand geographical similarities and differences through the study of human and physical landscapes. Human geography, including: economic activity including trade links. 	Pupils should already understand KS2 national curriculum content: <ul style="list-style-type: none"> Describe location the world's countries, oceans and continents. Understand geographical similarities and differences through the study of human and physical landscapes. Able to identify the position and significance of latitude, longitude such as the Equator. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	Pupils should already understand KS2 national curriculum content: <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	Pupils should already understand KS2 national curriculum content: <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	Pupils should already understand KS2 national curriculum content: <ul style="list-style-type: none"> Knowledge of geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	Pupils should already understand KS2 national curriculum content: <ul style="list-style-type: none"> Geographical skills and fieldwork using maps and analysing data collected. Collect, analyse and communicate with a range of data gathered through experiences of fieldwork. Understand differences between distinct geographical landscapes: Human and Physical.
Transferrable knowledge (skills)	<u>Geographic, Cartographic and Fieldwork Skills:</u> Use of maps, graphs and charts is embedded throughout every SOL and every Key Stage. Math and fieldwork skills applied to lessons where possible through data collection, presentation and analysis to develop skills for KS4 fieldwork studies. Understanding and practice of assessing different geographical scales. <u>Knowledge</u> Extended writing opportunities presented in all SOL at least twice per half term. This helps students with their written communication skills.	<u>Geographic, Cartographic and Fieldwork Skills:</u> Math and fieldwork skills applied to lessons where possible through data collection, presentation and analysis to develop skills for KS4 fieldwork studies. <u>Knowledge</u> Students will be able to identify causes, effects and responses of natural and human caused hazards, which can be applied to future case studies. What are Social, Economic and Environmental impacts? Students identifying which impacts fall into these categories is a skill used consistently throughout both KS3 and KS4 case study work. Concepts and themes which cross over with AQA specification content:	<u>Geographic, Cartographic and Fieldwork Skills:</u> <ul style="list-style-type: none"> Describing distribution of geographical trends using a range of figures and resources. Use of maps, graphs and charts is embedded throughout every SOL and every Key Stage. Drawing and assessing processes through diagrams. Creating a balanced argument using enquiry and debate skills <u>Knowledge</u> Students will be able to explain complex sequences of landform formations (meanders and waterfalls) using microsequencing and keywords accurately and confidently. Students will be able to use case study specific knowledge to strengthen their	<u>Knowledge</u> Students will be able to use complex terminology within their application tasks but confidently and accurately. Students will be able to make informed decisions on social and economic topics, whilst backing up with evidence. Students will be able to make links to previous topics when explaining how development has impacted development. For example, opportunities with globalisation and trade from HT1. Developing high level vocabulary and written communication through extended writing. Higher order vocab. Students will practice Pixl unlock strategies to	<u>Knowledge</u> Students will be able to apply their pre-existing knowledge of global warming and climate change learnt within science into this topic. Students will be able evidence their answers and opinions using scientific valid research, to then demonstrate their opinion on the future of the climate. Concepts and themes which cross over with AQA specification content: <ul style="list-style-type: none"> Renewable energy Climate change and global warming Pollution Although the themes are not directly dropped from KS4, the concepts are carefully planned into	<u>Geographic, Cartographic and Fieldwork Skills:</u> Students will be able to analyse difficult and challenging graphs and interpret data accurately and confidently. Students will be able to apply their understanding of map skills, to real life examples and fieldwork. This skill can then be used within extra-curricular events such as Duke of Edinburgh. Students will be able to apply the understanding of plotting and analysing data patterns across the curriculum such as science and maths.

	<p>Concepts of global population rise, supply and demand of resources and globalisation. These concepts are very much modern challenges which students should be able to relate to. These skills will also transfer to HT1 in Y8 in which the concept of globalisation and consumption is expanded.</p> <p>Developing high level vocabulary and written communication through extended writing. Higher order vocab includes: Globalisation, Local and National scales, Referendum and Exploitation. Students will practice Pixl unlock strategies to help achieve an understanding of higher order vocabulary, and success in extended writing tasks.</p>	<ul style="list-style-type: none"> - Human exploitation of resources - Global warming and climate change impacts - Weather and climate patterns <p>Although the themes are not directly dropped from KS4, the concepts are carefully planned into lessons in interesting ways, so that the skills are constantly being developed.</p> <p>Developing high level vocabulary and written communication through extended writing. Higher order vocab includes: Exploitation, infrastructure, global economies and habitat loss. Students will practice Pixl unlock strategies to help achieve an understanding of higher order vocabulary, and success in extended writing tasks.</p>	<p>explanations and understanding of geographic concepts.</p> <p>Students will use geography specific vocabulary and keywords confidently and accurately and will be encouraged to reread work to edit for improvements in the use of keywords.</p> <p>Students will break down formation explanations of meander and waterfalls developing micro sequencing skills which will become a foundation in their physical geography learning journey. Throughout this portion of learning, students will be encouraged to use subject specific keywords to create concise and sophisticated explanations whilst application all prior learning made within the topic so far.</p>	<p>help achieve an understanding of higher order vocabulary, and success in extended writing tasks.</p> <p>Geographic, Cartographic and Fieldwork Skills: Students will be able to analyse and describe the distribution of uneven development using map and graph skills such as choropleth maps, bar graphs, pictographs and proportional symbol graphs. This will be inline with what is learnt in maths to enable it to be cross curricular.</p>	<p>lessons in interesting ways, so that the skills are constantly developed.</p> <p>Geographic, Cartographic and Fieldwork Skills: Math and fieldwork skills applied to lessons where possible through data collection, presentation and Developing high level vocabulary and written communication through extended writing. Higher order vocab includes: global warming, enhance greenhouse effect. Students will practice Pixl unlock strategies to help achieve an understanding of higher order vocabulary, and success in extended writing tasks. analysis to develop skills for KS4 fieldwork studies.</p>	<p>Students will be able to explain how contour lines show height and relief of land.</p> <p>Developing high level vocabulary and written communication through extended writing. Higher order vocab includes: distribution, analyse, relief.</p> <p>Students will practice Pixl unlock strategies to help achieve an understanding of higher order vocabulary, and success in extended writing tasks. analysis to develop skills for KS4 fieldwork studies.</p>
Key vocabulary pupil will know and learn	Manufacturing, Trade, Resources, Transportation, LIC, HIC, Exploitation, Waste, Energy, Recycle, EU, Referendum, Social, Economic, Environmental, Population, Local scale, National Scale.	E-waste, Ghana, Toxic, Chemicals, LIC, Evaporation, Condensation, Precipitation, Coriolis, Infrastructure, Damage, Fatalities, Dry, Smoke, Bush Fire, Scorched, Habitat loss, Global Warming, Climate Change, Pollution, Ivory, Poachers.	Erosion, attrition, abrasion, solution, hydraulic action, velocity, landform, meanders, waterfalls, transportation, suspension, traction, saltation, deposition.	Development, indicators, literacy rate, HIC, NEE, LIC, life expectancy, pandemic, malaria, birth rate, death rate, distribution, analysis.	Climate change, exploitation, resources, renewable, non-renewable,, primary, secondary, tertiary, quaternary, global warming.	Contour lines, distribution, analysis, mapping, compass points, relief, terrain, emotional mapping.
Assessment activities	<ol style="list-style-type: none"> 1. Base Line NC (KS2) test conducted at the start of the year to establish content coverage at primary school. 2. Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term. 3. End of topic assessment (HT1): Students complete the same baseline test as they did in the first week. Students record progress. 4. Extended writing PIT time 5. AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work. 	<ol style="list-style-type: none"> 1. Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term based on the learning from the first half term and learning in HT2. 2. Star 1: Testing students on attainment from the first half term of learning (KS2 NC, HT1 and HT2). 3. Extended writing PIT time 4. AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work. 	<ol style="list-style-type: none"> 1. Low Stakes Multiple Choice Test completed at the mid-way point of the half term based on the learning from the first two half terms and learning in HT3. 2. End of topic assessment HT3: Concept mapping. Students make links between this half terms learning, and prior learning through a concept map. 3. Extended writing PIT time 4. AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work. 	<ol style="list-style-type: none"> 1. Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term based on the learning from the first three half terms and learning in HT4. 2. End of topic assessment HT4: BBC News report on a global disease. 3. Star 2: Assessing students on all learning covered in NC recap HT1, and HT2-4). 4. Extended writing PIT time 5. AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work. 	<ol style="list-style-type: none"> 1. Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term based on the learning in HT5. 2. End of topic assessment HT5: Revision flash cards on future world issues. Students test each other once completed. 3. Extended writing PIT time 4. AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work. 	<ol style="list-style-type: none"> 1. Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term based on the learning from HT6. 2. Star 3 Assessment: Tests any content knowledge covered from Y7 curriculum. 3. Extended writing PIT time 4. AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work.

<p>Resources available</p>	<p>Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 7\HT1 My World</p> <p>SOL: J:\Deep Dive\Humanities\Geography\Y7 KS3\HT1</p> <p><u>Webpages:</u> BBC bitesize - https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/1 https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7</p>	<p>Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 7\HT2 The Hazardous World</p> <p>SOL: J:\Deep Dive\Humanities\Geography\Y7 KS3\HT2</p> <p><u>Webpages:</u> BBC Bite size</p> <ul style="list-style-type: none"> - https://www.bbc.co.uk/bitesize/topics/zn476sg - https://www.bbc.co.uk/bitesize/guides/zxh4wxs/revision/1 <p>You tube</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=X6OgBavJ3jY - https://www.youtube.com/watch?v=xW2-udt5bFo 	<p>Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 7\HT3 Our Unique World SOL:</p> <p><u>Web pages:</u></p> <p>BBC Bite size : Rivers - KS3 Geography - BBC Bitesize</p> <p>You tube Meanders & oxbow lakes - YouTube How a Waterfall is formed - labelled diagram and explanation - YouTube</p>	<p>Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 7\HT4 Unequal World SOL:</p> <p>Web pages:</p> <p>BBC Bitesize: Development and globalisation - KS3 Geography - BBC Bitesize Development - KS3 Geography - BBC Bitesize - BBC Bitesize</p> <p>Youtube Global Development Explained World101 - YouTube Global Wealth Inequality - What you never knew you never knew (See description for 2017 updates) - YouTube</p>	<p>Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 7\HT5 The Future World SOL:</p> <p>Webpages:</p> <p>BBC Bitesize Renewable and non-renewable energy resources - Energy - GCSE Geography Revision - BBC Bitesize Sustainable fashion: What are the environmental and social impacts of your clothes? - BBC Bitesize</p> <p>Youtube How to Design and Build Sustainable Housing that Builds Community - YouTube Plastic Pollution: How Humans are Turning the World into Plastic - YouTube</p>	<p>Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 7\HT6 The Practical World SOL:</p> <p>Webpages:</p> <p>BBC Bitesize: Mapping tools - OS map skills - KS3 Geography Revision - BBC Bitesize Geographical skills - KS3 Geography - BBC Bitesize</p> <p>Youtube: Subject knowledge animation: Map skills - YouTube Mapping the emotional topography of a community - YouTube</p>
<p>Notes</p> <p>Why this topic is important...</p>	<p>The topic theme involves students really looking at their place in the local, national and wider world around them. KS2 national curriculum content is retaught in places to allow all students to get on the same page with basic geographical skills such as naming continents and oceans, and UK locational knowledge.</p> <p>Students are introduced to some high-level concepts which are readdressed throughout the design of half termly themes at KS3, and echoed in KS4 AQA specification.</p>	<p>This topic is important for students to study as hazards occur around the world on a daily basis e.g. earthquakes and tropical storms. Although the UK does not tend to have extreme hazards, we may become impacted in the future. Tropical storm frequency is increasing and spreading to colder regions, as global temperatures rise. This will have an impact on the UK's climate and possibly bring more extreme weather. Students should also reflect on how human activity is impacting the world and causing more environmental challenges. E-waste in Ghana for example. Students make links between their own activities and human caused hazards like climate change.</p> <p>These problems are only getting worse, and so students will be more aware of their future.</p>	<p>This topic theme is important for students to understand how the landscape has changed over time and how our actions can cause irreversible damage. With the increase in more damaging flood events, student's cultural capital is increased by understanding the lasting effects of such events. Coupled with human causes, it is important for students to understand that the earth itself controls how the landscape looks and changes.</p> <p>However, students need to be aware of the extent that human actions can influence the natural balance of the world and how it leads to extreme weather events.</p>	<p>This topic is important for students to increase student's cultural capital in understand differences globally in wellbeing and development. Students leave the topic feeling awakened to the extent of the differences in development across the globe. The development gap is growing and will impact the students directly in their future due to conflicts arising to disagreements within trade and living standards. Furthermore, an increase in international migration due to uneven development and responses to global pandemic are essential for student to be aware of, as consequences of rapid migration may change development opportunities for global superpowers.</p>	<p>This topic is important for students to understand how their actions directly impact their future. Moreover, this topic introduces how students can reduce their contributions to the problem individually. Fast fashion companies such as SHEIN have become more popular. However, students are not aware of the consequences of quickly ordering items online. Therefore, this topic is important to increase the students global awareness and how their individual actions can dramatically contribute to the growing problem. This topic is also important due to the consistent attention made towards recent debates and global news headlines that students can relate to and engage with. For example, the plastic problem resulting in paper replacing many packaging products give students a relatable topic to spread their knowledge further than school.</p>	<p>This topic aims to immerse students in the importance of geography is everyday life. In addition, to educate students that geography skill is used more in everyday society that what is known by them already. Moreover, throughout the topic students will be encouraged to use their newly developed skills to explore their outside environment in their own time instead of using technology.</p> <p>This topic is also important to increase the student's cultural capital through the use of field work and the potential for local trips to explore and use their developed map skills.</p>