

### Intent for the Year 7 Geography Curriculum 2020-2021

The curriculum aims to provide challenge throughout KS3 with a wide variety of topics taught in 5-6 week units. There is a mixture of local and global themes with some themes. Country/continent studies will embed key themes. There is also a strong cross curricular element for example, rocks and energy part of the Science KS3 curriculum and Russia taught in History.

The school's **international links** are supported through topics on China and Africa.

**Global goals** are integrated within Geography and will be specifically referenced in lessons.

**Character education** is regularly referenced - in particular, Geography is all about developing “curiosity” about the world we live in. You need to be determined and resilient to be a successful geographer!

We want students to **think like geographers** and have a sense of **curiosity** about the world they live in.

**Purpose of study.** A high-quality geography education should inspire in pupils a **curiosity** and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

#### **Assessment:**

Interleaving: All lessons start with a recap on prior learning and there are regular opportunities given for formative assessment. Summative assessment through KS3 assessment weeks, end of unit tests and Kerboodle assessments. **SMHW** and **Kerboodle** are also used to aid revision before assessments which are based on SMHW and Kerboodle.

**Homework:** is set regularly (at least once every 2 weeks though SMHW and will often be based around Kerboodle resources or geography in the news.

#### **Careers:**

Unit 1- Geography and you - we look at new developments in the local area - for example Bridgwater Gateway and Hinkley Point and consider the types of jobs people do there and opportunities arising in the local area. We briefly study how the type of jobs people do has changed over time and the move to more work in the tertiary and quaternary sector.

Unit 2 - Africa - we contrast jobs in Africa in the UK. Throughout the year we show short video clips and flag up the kind of jobs that the people are doing in the videos and the links to Geography.

Unit 3 - About the UK - An example will be when we look at weather in the UK we will flag up that the UK met office is based locally in Exeter. we study the UK's links to the rest of the world including trade and service based employment.

Unit 4 - maps and mapping - there are links to jobs that utilise maps and satellite imagery e.g. insurance as well as encouragement to take Duke of Edinburgh in Year 9 and how it will support their future employability.

Unit 5 - parts of this course will highlight the work of hydrologists, government employees and conservation organisations in people and the environment protected from the negative impacts of flood events.

There are a number of decision making and group tasks throughout the year and links to the skills needed by employers should be made.

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Term	Topic	Key outcomes	Key terms for this topic.	
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1a	Geography and you	<p>By the end of this topic, most students should be able to:</p> <ul style="list-style-type: none"> <li>• give examples of at least two topics for each of physical, human and environmental geography, and list the three themes that run through geography (Unit 1.1)</li> <li>• give examples of what maps, Google Earth and GIS can be used for, and explain the difference between photos and satellite images (Unit 1.2)</li> <li>• give the location of places and features; ask geographical questions about photos and about change in their local area (Unit 1.3)</li> <li>• Consider the local area and compare quality of life in three wards within Bridgwater. Draw a compound bar graph</li> <li>• Decision making: Is Bridgwater Gateway a good thing for Bridgwater. Teamwork activity.</li> </ul>	<p>Assess Calculate Compare Define Describe Discuss Environmental Evaluate Examine Explain Physical geography State Suggest</p>	<p>GIS Google Earth Human geography Identify Quality of life Inequality Justify Name Natural resources Outline</p>
1b/2a	Country Studies Africa/Kenya	<p>By the end of this topic, most students should be able to:</p> <ul style="list-style-type: none"> <li>• show Africa on an outline map of the world; show the Equator and tropics; name / label the oceans and seas around Africa, and the Suez Canal (Units 6.1 and 6.6)</li> <li>• describe how some European countries took over most of Africa and carved it up among themselves; give one reason why they did this; name at least three of the colonising countries (Units 6.2 and 6.4)</li> <li>• say that Africa has 54 countries; name at least 12 of them, and their capitals, and say roughly where they are in Africa e.g. in West Africa (Unit 6.4)</li> <li>• give at least five facts about the human geography of Africa, including the size of its population (Unit 6.3)</li> <li>• describe in outline the pattern of population distribution in Africa; give at least two factors that influence the pattern (Unit 6.5)</li> <li>• name / label at least these, on a map or sketch map of Africa: the Nile; Africa's tallest mountain and largest lake; at least two mountainous regions; three deserts (Unit 6.6)</li> <li>• name the four main biomes; say what the climate is like in each biome; give at least three other facts about each biome (Unit 6.7)</li> </ul>	<p>Aid Biome Climate Colony Desertification FertiliHot desert</p> <p>Life expectancy Natural resources Population density Rainforest</p>	<p>Savanna Semi-desert Slave trade Slums Stereotype</p>

2a/b	About the UK	<p>By the end of this topic most students should be able to:</p> <ul style="list-style-type: none"> <li>• name at least four upland areas, and at least four rivers, in the UK and say where they are on the map (Unit 3.1)</li> <li>• identify the British Isles, Great Britain and the United Kingdom on an outline map (Unit 3.2)</li> <li>• name England, Scotland, Wales, and Northern Ireland as the four nations that make up the UK (Unit 3.2)</li> <li>• define weather; read a simple weather map; describe and explain the overall patterns in temperature and rainfall around the UK (Unit 3.3)</li> <li>• name at least five groups of people who came to the UK, including at least one recent group (unit 3.4)</li> <li>• say which parts of the UK are most and least populous, and give at least one reason to explain the pattern (Unit 3.5)</li> <li>• name at least five of the UK's ten largest cities and mark them in roughly correct positions on an outline map (Unit 3.5)</li> <li>• give at least six facts about the human geography of the UK (Unit 3.6)</li> <li>• point to the location of London on an outline map of Britain; describe how London started; give its approximate population today; give at least three other facts about London (Unit 3.7)</li> <li>• give four ways that the UK is linked to the rest of the world; describe its links with the Commonwealth, the UN and the EU (Unit 3.8)</li> </ul>	Asylum seeker British Isles Economic migrant Emigrate Export Great Britain Greater London Immigrant Import Invader London Population density	prevailing winds Precipitation Primary sector Refugee Relief Rural area Secondary sector Tertiary sector The Commonwealth United Kingdom United Nations Urban area
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2b/3a	Maps and Mapping	<p>By the end of this topic, most students should be able to:</p> <ul style="list-style-type: none"> <li>describe and explain how mapping has become more accurate (Unit 2.1)</li> <li>explain what the scale on a map tells us; work out distances using a scale (Units 2.2, 2.4-2.8)</li> <li>explain what a mental map is; say how they can improve theirs (Unit 2.3)</li> <li>say how a sketch map is different from other maps; draw a sketch map from a photo (Units 2.3-2.4)</li> <li>explain what grid references are; use letter / number grid references, and four- and six-figure grid references, to locate places (Units 2.4-2.8)</li> <li>measure distances on a map, and use the scale to work out actual distances (Unit 2.6)</li> <li>explain what OS maps are; say what kinds of features they show; use an OS key; interpret contour lines and their patterns, and spot heights; use four- and six-figure grid references, for an OS map (Units 2.7-2.8)</li> <li>point out on a globe and a map of the world the Prime Meridian and other lines of longitude, and the Equator and other key lines of latitude; explain how coordinates of latitude and longitude are used to find places (Unit 2.9)</li> </ul>	<p>Aerial photo Cartography Cartographer Compass points Contour lines Coordinates Equator Four-figure grid reference GPS Grid lines Grid reference Latitude</p>	<p>Local Longitude Map Mental map OS map Plan Prime Meridian Satellite image Scale Six-figure grid reference Sketch map Spot heights</p>
3b	Rivers	<p>By the end of this unit most students should be able to:</p> <p>describe the water cycle and draw a simple diagram for it; know how we depend on it for survival (Unit 5.2)</p> <p>explain how rainwater reaches a river, using the correct terms – surface runoff, infiltration, etc. (Unit 5.2)</p> <p>name, define, and identify the different features of a river – source, river basin, tributary, etc. (Unit 5.3)</p> <p>describe the processes of erosion, transport, and deposition (Unit 5.4)</p> <p>describe and identify a V-shaped valley, interlocking spurs, waterfall, gorge, meander, and oxbow lake, and explain how each was formed (Unit 5.5)</p>	<p>Bedload Confluence Embankment Flash flood Flood Flood defences Floodplain Fresh water Gorge Groundwater Infiltration Long profile</p>	<p>Meander Mouth Oxbow lake Permeable River basin Sediment Source Tributary Water cycle Water table Watershed V-shaped valley</p>

		<p>give at least five ways in which we use rivers, and two ways we harm river life (Unit 5.6)</p> <p>describe how the Thames Estuary is used, and why the area needs regeneration (Unit 5.7)</p> <p>explain what a flood is, and give heavy rain as the main cause (Unit 5.8)</p> <p>give at least three factors that contribute to flooding; explain the part each plays (Units 5.8-5.9)</p> <p>give examples of flood protection measures (four long-term, two short-term) and explain how each works (Unit 5.10)</p> <p>say where the Thames rises and which sea it flows into; name at least six settlements on it; give at least five other facts about it (Units 5.1, 5.6, 5.7)</p>		
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**Key Aims throughout geography:** : We aim to ensure that all pupils:

Develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and interpret a range of sources of geographical information.

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features.

They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them.

They should develop greater competence in using geographical knowledge, approaches and concepts and geographical skills.

Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Understand, through the use of detailed place-based exemplars at a variety of scales

Study human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.