Dream Reach Achieve

Whittington Green School – Year 7 Geography

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CURRICULUM INTENT: 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.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – 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
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Subject content

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 [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Cultural Capital	Examples of relevant careers will be embedded within curriculum to enhance meaning and relevance of content covered where possible. Pupils will develop their place knowledge and understanding through the study of local, national and global locations, e.g. traffic fieldwork in local area. Wider curriculum opportunities will be taken where appropriate to broaden student experiences i.e. trips.
Adaptations for SEND	A broad and relevant curriculum will be taught to all students in Geography, this will be appropriately scaffolded by LSA's and teachers to ensure every student can access the curriculum.

Year 7

Term/Unit	Topic Overview / Content	Learning Expectation / Concepts and Skills	Recall and review of past learning / Current Rationale	National Curriculum target	Key Vocabulary/ Concepts
Topic 1	**How to be a successful Geographer?**	• Introduction to Geography skills and careers. • Identify continents, oceans and countries. • Demonstrate effective use of lines of longitude and latitude. • Identify symbols on an OS map. • Demonstrate effective use of four and six figure grid references. • Explain how to use contour lines and spot heights. • Demonstrate accurate measuring of distance on a map. • Develop skills to speak/write and read like a Geographer, students will demonstrate how to fully develop explanations in Geography.	Ensuring all pupils have a sound understanding of Geography as subject. Introduction and recap of geographical skills (map and atlas skills) and locational knowledge (continents, oceans and countries)- link to KS2 and varying prior experience of pupils coming from range of primary schools.	**Locational knowledge** • Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. **Geographical skills and fieldwork** • Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. • Build on their knowledge of globes, maps	• Geography • Human • Physical • Environmental • Region • Country • Continent • Longitude • Latitude • Equator

				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 using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.	
Topic 2	**Developing World**	• Identify the characteristics of different geographical areas. • Evaluate the quality of life for people living in different parts of the world. • Explain and assess the features needed for an area to develop. • Describe why a country needs money to enable it to develop. • Assess the importance of various factors on a country's ability to develop.	Develop the foundations for examining how physical, human and environmental Geographical features change over time, by exploring the concept of wealth and development first students can then apply this knowledge to the management of flooding and natural	**Human geography** • Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to	• Development • Income • Tax • Healthcare • Employment • Colonisation • Indicator • Poverty • Tertiary • Quaternary

		• Describe and assess the significance of barriers to development. • Examine the different development indicators. • Assess the accuracy of maps to present levels of development. • Construct a series of maps to show different wats of presenting development data. • Describe what poverty is and explain how living in poverty could affect your quality of life. • Describe each type of employment sector, classify different types of jobs and link to levels of development. Complete fieldwork • Evaluate India's race for space through applying knowledge learnt throughout the topic.	hazards, globalisation and geopolitical concepts. Further build on KS2 themes including wealth and poverty and economic activity including trade links. Challenging of misconceptions that the world is not as simple as rich and poor.	population and urbanisation. • Understand how human and physical processes interact to influence and change landscapes. **Geographical skills and fieldwork** • 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 using 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 • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	
Topic 3	**Coasts**	• Identify the features of coastal systems. • Describe and explain the main processes affecting coasts- weathering, erosion, transportation and deposition. • Explain the formation of headlands and bays and caves, arches, stacks and stumps using physical processes. • Identify hard and soft engineering strategies and explain how they protect against physical processes. • Examine the Holderness coast as a case study of coastal processes, landforms and management.	Links to ks2 physical Geography themes of coasts, mountains and the water cycle. Introduces processes such as erosion and transport and deposition which will be revisited later in Y7 in rivers and in Y9 in the context of glaciers. Building understanding of physical geography knowledge, terminology and skills to be used at GCSE.	**Physical geography** • Understand, using detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to rocks, weathering and soils, and hydrology.	• Coast • Erosion • Hydraulic action • Abrasion • Attrition • Weathering • Transportation • Deposition • Longshore drift • Holderness

Topic 4	**Changing Cities**	• Describe how cities grow. • Identify migration push and pull factors. • Categorise push and pull factors into social and economic. • Describe the distribution of megacities. • Explain how and why Mumbai has grown. • Explain the opportunities in Mumbai. • Evaluate the opportunities in Mumbai. • Explain the challenges in Mumbai. • Evaluate the challenges in Mumbai. • Explain how life in Mumbai could be improved. • Evaluate the strategies used to improve life in Mumbai.	Exploration of how cities are changing in an ever more developed world. Investigation and application of knowledge to Mumbai, a city in a newly emerging economy (NEE), where the opportunities, challenges and strategies used to reduce the challenges are evaluated. Further application of knowledge and understanding of development and quality of life.	**Locational knowledge** • Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on…human characteristics, countries and major cities. **Place Knowledge** • Understand geographical similarities, differences and links between places through the study of human geography of a region within Asia. **Human Geography** • Understand, through the use of detailed place-based exemplars at a variety of scales,	• Urban • Rural • Urbanisation • Megacity • Migration • Mumbai • Dharavi • Opportunity • Challenge • Sanitation

				the key processes in: • 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	
Topic 5	**Rivers**	• Identify the key features of drainage basins and river systems and explain how they link to the water cycle and river systems. • Describe and explain the main processes affecting rivers- erosion, transportation and deposition. • Explain the formation of waterfalls using physical processes. • Describe and explain the physical and human factors that cause flooding. • Identify hard and soft engineering strategies and explain how they protect against flooding.	Recall of physical process from the Coasts topic. Links to ks2 physical Geography themes of rivers, mountains and the water cycle. Continues to develop understanding of physical processes such as erosion and transport and deposition which will be revisited later in Y9 in the context of glaciers. Building understanding of physical geography knowledge, terminology and skills to be used at GCSE.	**Physical geography** • Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to rocks, weathering and soils, and hydrology.	• River • Drainage • Source • Tributary • Traction • Saltation • Suspension • Meander • Infiltration • Permeable