



## Year 7 Geography Curriculum Overview

Geography is studied by all students in Year 7 over four lessons across the fortnight. The Year 7 Geography curriculum is based on four topics, each of which have a main enquiry based question. Across the lessons key geographical concepts are embedded these include place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity. The curriculum builds on pupils knowledge of places by linking places pupils already know or are familiar with, e.g. through investigating their local area on ordnance survey maps in unit 1, as well as the wider scale of the British Isles. As students progress through year 7 more global locations are explored, e.g. coral reefs, as well as extreme environments including the Arctic. Contemporary issues are explored throughout these topics and the final topic explores topical geographical events in the news.

| Term/Length of Time  | Outline  | Assessment/Teacher Feedback Opportunities   | Homework and Literacy resources   |
|--|--|---|---|
| <b>Autumn term</b><br><br><b>Is Britain still beautiful?</b> | <b>Is Britain still beautiful?</b><br><br>This unit of work focuses on locations more familiar to students including their local area as well as the British Isles. Students will develop their knowledge of physical and human features within these locations, how people interact with these locations as well as their cultural diversity. The unit also allows students to experience lessons similar to travel and tourism which is offered as a subject at key stage 4, through investigating different types of destinations in the British Isles. Through doing so students will develop key skills such as | <b>ASSESSMENT</b><br>The topic will include two formal assessments:-<br><br>1) Fantastic Place extended writing – students will choose a location of their choice in the British Isles to produce their piece of work on. They will develop their research skills through exploring the place using a variety of resources such as maps, atlases and the internet etc. Students will then describe the Geographical features of the areas, the processes that have influenced the place and how people interact with it as well as how it might change in the future. Students will be allocated lesson time and homework to complete it. During a lesson teachers will share with them the success criteria. The piece of work will be marked by the teacher with an attitude to | <b>Homework</b><br>A range of homework tasks will be set throughout the autumn term for this topic. This will include:-<br><br>Researching on their chosen Fantastic Place in the British Isles.<br><br>Worksheets to consolidate map skills<br><br>Completion of OS map grid square sketch<br><br>Revising spellings as per the key words on the students personal learning checklist.<br><br>Revision for end of topic test |

|  |  |   |  |
|--|--|---|--|
|  | <p>map reading skills as well as developing written and oracy skills. Careers linked to this topic will be examined including the role of a countryside ranger, as well as a job producing maps (cartographer).</p>  | <p>learning grade awarded, as well as a band A-D. Students will receive feedback on the geographical knowledge and skills they have achieved as well as action points to improve their work further as well as in future pieces of work. Pupils will have allocated lesson time to respond to the teachers feedback.</p> <p>2) End of topic test – this will be completed under formal supervision within one allocated lesson. It will include multiple choice questions on knowledge of places in the British Isles, map skills questions and an extended question worth 6 marks which allows students to write at length about the physical features and processes they can interpret from an image provided. The extended question will be awarded a band A-D. Students will receive feedback on the geographical knowledge and skills they have achieved as well as action points to improve their work further as well as in future pieces of work. Pupils will have allocated lesson time to respond to the teachers feedback.</p> | <p><b>Optional homework tasks and Literacy resources</b></p> <p>Oak continuity have video based map skills lessons that will support students practice map interpretation skills as well as revise coastal landscapes.<br/> <a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a></p> <p>The Ordnance Survey have resources to read on learning how to read maps:-<br/> <a href="https://getoutside.ordnancesurvey.co.uk/guides/beginners-guides-map-reading/">https://getoutside.ordnancesurvey.co.uk/guides/beginners-guides-map-reading/</a></p> <p>BBC I player has the David Attenborough Wild Isles series of documentaries</p> <p>Read any of the “Horrible Geography books”.</p> <p>Students could create a 3 model of a feature in the British Isles, e.g. Durdle Door arch, Blackpool tower etc.</p> <p>Research the meaning of the Geography word of the week</p> |
| <p><b>Spring term 1</b></p> <p><b>Can humans save coral reefs?</b></p> | <p><b>Can humans save coral reefs?</b></p> <p>This unit of work allows students to begin to look at locations on a more global scale through investigating coral reefs of the world. They will gain locational knowledge of the distribution of coral reefs, their</p> | <p>The topic will include two formal assessments:-</p> <p>1) Finding Nemo story board – students will complete a storyboard, complete with pictures and commentary on the topic of coral reefs. Key knowledge and understanding to show are location of coral reefs, description and explanation of the physical characteristics, how</p>   | <p><b>Homework</b></p> <p>A range of homework tasks will be set throughout spring term 1 for this topic. This will include:-</p> <p>Researching into and completion of Nemo storyboard.</p> <p>Revising spellings as per the key words on the students personal learning checklist.</p>  |

|   |   |  |   |
|---|---|--|---|
|   | <p>physical characteristics as well as the impacts of human actions on them. The later will lead students to devise a sustainable development plan for coral reefs and therefore also develop their decision making and collaborative skills.</p>                         | <p>and why coral reefs are under threat as well as how they can be managed in the future. Students will be allocated lesson time and homework to complete it. During lessons teachers will share with them the success criteria. The piece of work will be marked by the teacher with an attitude to learning grade awarded, as well as a band A-D. Students will receive feedback on the geographical knowledge and skills they have achieved as well as action points to improve their work further as well as in future pieces of work. Pupils will have allocated lesson time to respond to the teachers feedback.</p> <p>2) End of topic test – this will be completed under formal supervision within one allocated lesson. It will include multiple choice questions on knowledge and understanding of coral reefs, as well as an extended question worth 6 marks which allows students to write at length about coral reefs and the threats they face. The extended question will be awarded a band A-D.</p> | <p>Revision for end of topic test</p> <p><b>Optional homework tasks and Literacy resources</b><br/>BBC I player has the Blue Planet series of documentaries</p> <p>A website called geography revision has a link to coral reefs which students can examine to research further and revise from:-<br/><a href="https://geography-revision.co.uk/gcse-resources/ecosystems/coral-reefs/">https://geography-revision.co.uk/gcse-resources/ecosystems/coral-reefs/</a></p> <p>National Geographic:-<br/><a href="https://www.natgeokids.com/uk/discover/geography/general-geography/coral-reef-facts/">https://www.natgeokids.com/uk/discover/geography/general-geography/coral-reef-facts/</a></p> <p>Read any of the “Horrible Geography books”.</p> <p>Research the meaning of the Geography word of the week</p> |
| <p><b>Spring term 2 and summer 1</b></p> <p><b>In what ways do people interact with extreme environments?</b></p> | <p><b>In what ways do people interact with extreme environments?</b></p> <p>This unit of work begins to encompass a wider range of locations at a global scale, particularly those that have more physical extreme conditions, for example deserts, mountains and the</p> | <p>The topic will include two formal assessments:-</p> <p>1) Students will produce a poster on the extreme environment of the Arctic. This poster will allow students to visually and orally present their knowledge gained on the Arctic environment, for example location, physical features including plants and animals and an explanation of how</p>  | <p><b>Homework</b></p> <p>A range of homework tasks will be set throughout spring term 2 and summer 1 for this topic. This will include:-<br/>Researching into and completion of Arctic poster presentation.</p>  |

|  |   |   |  |
|--|---|---|--|
|  | <p>polar environments. Students will examine the characteristics that make these environments extreme and also how humans interact with them. Through doing so cultural awareness of these locations will be developed. Skills such as decision making and debating will be developed through looking at the issue of oil mining in the Arctic.</p> | <p>they are adapted, how humans have in the past, present and future interacted with the environment, the threats the environment faces as well as these can be managed. They will also develop their skills of presenting to peers. Students will be allocated lesson time and homework to complete it. During lessons teachers will share with them the success criteria. The piece of work will be marked by the teacher with an attitude to learning grade awarded, as well as a band A-D. Students will receive feedback on the geographical knowledge and skills they have achieved as well as action points to improve their work further as well as in future pieces of work. Pupils will have allocated lesson time to respond to the teachers feedback.</p> <p>2) End of topic test – this will be completed under formal supervision within one allocated lesson. It will include multiple choice questions on knowledge and understanding of extreme environments, as well as an extended question worth 6 marks which allows students to write at length about the Arctic and the threats it faces. The extended question will be awarded a band A-D. Students will receive feedback on the geographical knowledge and skills they have achieved as well as action points to improve their work further as well as in future pieces of work. Pupils will have allocated lesson time to respond to the teachers feedback.</p> | <p>Revising spellings as per the key words on the students personal learning checklist.</p> <p>Revision for end of topic test</p> <p><b>Optional homework tasks and Literacy resources</b></p> <p>The Royal Museums website has links to the historic race to the South pole.</p> <p><a href="https://www.rmg.co.uk/stories/topics/race-south-pole-scott-amundsen">https://www.rmg.co.uk/stories/topics/race-south-pole-scott-amundsen</a></p> <p>Book and documentary by Michael Palin titled “Pole to Pole”.</p> <p>National Geographic:-<br/><a href="https://education.nationalgeographic.org/resource/north-pole/">https://education.nationalgeographic.org/resource/north-pole/</a></p> <p>Read any of the “Horrible Geography books”.</p> <p>Research the meaning of the Geography word of the week</p> |
|--|---|---|--|

|   |   |   |  |
|---|---|---|--|
| <p><b>Summer term 2</b></p> <p><b>How is Geography relevant in today's world?</b></p> | <p><b>How is Geography relevant in today's world?</b></p> <p>This unit of work allows students to explore the relevance of Geography to key issues often in the news and is carried out with an outdoor education focus. Unlike the previous topics this will be done on all spatial scales from our own locality of the school grounds to looking at global issues such as climate change. Students' investigative skills will be developed through a range of practical fieldwork in the school grounds, including the production of messy maps, water cycle experiments as well as collecting data on carbon content in trees.</p> | <p>The topic will include two formal assessments:-</p> <p>1) Flooding fieldwork enquiry - students will carry out a Geographical investigation into what happens to water in the school grounds. They will plan, predict, collect data, analyse and come to conclusions and by doing so develop their understanding of a Geographical enquiry and fieldwork skills. Students will be allocated lesson time and homework to complete it. During lessons teachers will share with them the success criteria. The piece of work will be marked by the teacher with an attitude to learning grade awarded, as well as a band A-D. Students will receive feedback on the geographical knowledge and skills they have achieved as well as action points to improve their work further as well as in future pieces of work. Pupils will have allocated lesson time to respond to the teacher's feedback.</p> <p>2) End of topic test - This will be completed under formal supervision within one allocated lesson. It will include multiple choice questions on knowledge and understanding of topical Geography in the news issues, as well as an extended question worth 6 marks which allows students to decide to what extent our school grounds are under threat, e.g. from flooding. The extended question will be awarded a band A-D. Students will receive feedback on the geographical knowledge and skills they have achieved as well as action points to improve their</p> | <p><b>Homework</b></p> <p>Revising spellings as per the key words on the students' personal learning checklist.</p> <p>Revision for end of topic test</p> <p>Observing the world around us through a nature walk or cycle.</p> <p>Collecting equipment for fieldwork tasks.</p> <p>Completing a development quiz and exploring the gap minder website.</p> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Watch an episode of the news and write an account of what examples there are of Geography in the News, for example, climate change, flooding, tectonic hazards, uneven development in the world.</p> <p>From the United Nations website research in the UN Sustainable Development Goals.<br/> <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Read any of the "Horrible Geography books".</p> <p>Research the meaning of the Geography word of the week</p> |
|---|---|---|--|

|  |  |  |  |
|--|--|--|--|
|  |  | work further as well as in future pieces of work.<br>Pupils will have allocated lesson time to respond to the teachers feedback. |  |
|--|--|--|--|