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| **Year 7 – Geography** | | | | | | |
| **Curriculum intent** | The year 7 curriculum is based on developing geographical ideas from a local to a global scale. This starts with students exploring their local area and the wider UK and its position in Europe and moving on to a contrasting continent with the study of two contrasting countries, India and China. This will then allow our students to move on to the interactions between humans and the physical landscape by discussing the issues of climate and climate change, topics which thread their way through all of their geographical learning at KS3. The use of fieldwork to then investigate these geographical processes on a smaller scale will deepen students understanding of the similarities and differences that humans face in responding to these physical processes and the responses that can be implemented when discussing the mitigation of climate change. This learning will then provide the basis for an in-depth analysis of the continent of Africa where a synoptic approach will be taken to all knowledge and skills, to deepen the global understating of human interactions with physical processes and the impacts this can have on different scales. | | | | | |
|  | **Topic 1**  **Exploring Climate** | **Topic 2**  **Exploring Map Skills** | **Topic 3**  **Exploring The UK** | **Topic 3**  **Exploring Asia** | **Topic 4**  **Exploring Fieldwork** | **Topic 5**  **Exploring Africa** |
| **Knowledge** | * The process of the greenhouse effect. * The causes of the enhanced greenhouse effect. * How fossil fuels contribute to the enhanced greenhouse effect. * How the enhanced greenhouse effect contributes to climate change. * The impact of the enhanced greenhouse effect on countries at different levels of development. * The process of the water cycle. | * The points of a compass – N, E, S, W. (NE, NW, SE, SW) * Understanding OS Map symbols * How to read 4 figure grid references * How to read 6 figure grid references * Scale and measuring distance * Relief and Contours | * Where the UK is located globally. * The different countries and capitals that make up the UK. * The main physical features of the UK. * The difference between climate and weather. * The differing weather patterns in the UK linked to high and low pressure. * The process of relief rainfall. * The different population demographics and their distribution in the UK. * The UK is a multi-cultural society as a result of migration. | * The main human and physical features of Asia. * The reasons why China decided to implement the Once Child Policy. * The features of China’s One Child Policy. * How China’s one child policy helped control the population. * The advantages and disadvantages of the one child policy in China. | * The structure of a geographical investigation. * The difference between primary and secondary data collection. * Create primary data collection methods to find the best place in school to put a solar panel and wind turbine. | * The main human and physical characteristics of Africa. * The common misconceptions of Africa. * How a countries development can be measured using different indicators. * The level of development in Ghana and Kenya and the barriers to their development. * The Ghana school feeding programme and its impact of rural areas of Ghana. * The impacts of tourism on development levels in Kenya. |
| **Skills / Procedural Knowledge** | Graphical Skills | Ordnance Survey  Maps in association with photographs. | Ordnance Survey Maps | Atlas maps  Graphical Skills  Use of qualitative data.  Literacy | Formulate enquiry and argument  Use of qualitative and quantitative data.  Numerical Skills  Graphical Skills | Atlas maps |
| **Assessments** | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  Are the impacts of climate change the same in HIC’s and LIC’s? | End of topic exam  Multiple Choice  Key words and definitions  Skills Question | End of topic exam  Multiple Choice  Key words and definitions  Skills Question | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  *“China’s One Child Poilcy was effective.”* How far do you agree with this statement? | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Investigation write up – analysis, conclusion and evaluation | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  “*Tourism has only positive impacts on Kenya”*  How far do you agree with this statement? |
| **Enrichment** | [Virtual Fieldtrips to British Landmarks](https://evanevanstours.com/blog/enter-our-exciting-new-competition-for-a-chance-to-300/) |  |  | Nasa [Climate](https://climatekids.nasa.gov/menu/make/) Kids | [Virtual Fieldwork Investigations](https://www.rgs.org/research/higher-education-resources/virtual-field/) | [Explore Ghanaian Culture](https://www.commisceo-global.com/resources/country-guides/ghana-guide) |