# ASHTON COMMUNITY SCIENCE COLLEGE: GEOGRAPHY CURRICULUM

| Year 7 | | | | | | |
|---|---|---|---|---|---|---|
| | **Weeks 1-12** | **Weeks 13-16** | **Weeks 17-21** | **Weeks 22-25** | **Weeks 26-28** | **Weeks 29-33** | **Weeks 34-40** |
| Knowledge | Baseline<br>Topic: Where on Earth are We?<br>What are the key parts and places in the British Isles?<br><br>How and why has Preston changed over time?<br><br>Lancaster fieldwork. Urban models. | Topic: India<br>What are India's<br><br>human and physical characteristics?<br>How has India<br><br>developed over time? | Topic: Weather + Climate<br><br>How does water move around the hydrological<br><br>cycle?<br>Which factors create climate<br><br><br>zones?<br>Why is the UK's weather so changeable? | Topic: Rivers<br>What are the physical<br><br>processes and landscapes found along rivers?<br><br>How are rivers used differently, and why?<br>How do we use rivers and<br><br>manage them sustainably? | Topic: Climate Change<br><br>How has climate changed during the Quaternary period?<br><br>What causes the climate to change?<br>How have humans<br><br>responded to Global Warming? | Topic: Ecosystems and Tropical rainforests<br><br>What are the key characteristics of ecosystems?<br><br>What are the key characteristics of tropical rainforests?<br><br>How do humans use, and manage rainforests? | Topic: Africa- Kenya<br>What are Africa's major<br>human and physical characteristics?<br>What are Kenya's main<br><br>human and physical features?<br>How has Kenya's economy<br><br>developed?<br>How has economic developed affected Kenya? |
| Skills/ application of knowledge | Use a range of maps and atlases to locate places.<br>Explain how Preston has changed over time.<br>Use hypothesis, data collection techniques and data presentation techniques. Analyse data and draw conclusions. | Use maps and atlases to locate India and other significant places.<br>Make links between physical conditions and human activity.<br>Explain the impacts of rapid industrialisation and urbanisation.<br>Impacts of TNCs.<br>Interpret the Demographic Transition Model and make links to population policies. | Explain the processes involved in different types of rainfall.<br>Explain the factors that affect climate.<br>Interpret UK climate data.<br>Say how the weather impacts the economy.<br>Explain the factors that affect the UK's weather conditions. | Suggest how a variety of river landforms are created in a range of places.<br>Interpret development indicators and use them to explain why rivers are used differently in areas of contrasting wealth.<br>Consider the impacts of industrial, agricultural, and domestic use of water of the environment. | Make links between natural events and their impact on the climate.<br>Suggest how human activity adds to the enhanced greenhouse effect through the production of greenhouse gases and environmental degradation.<br><br>How to mitigate and adapt to Global Warming. | **Ecosystems**<br>Identify and make links between different parts of ecosystems.<br>**Tropical rainforests** Use maps to describe the distribution of TRF Interpret climate graphs.<br>Explain why rainforests are under pressure.<br>Describe how human activity affects TRF.<br>Consider the sustainability of forest management strategies. | **Africa**<br>Interpret a range of maps. Draw and Interpret climate graphs.<br>Make links between the climate and animals and plant adaptations.<br>Interpret development indicators and make inferences about Kenya's level of development and quality of life.<br>Compare rural and urban lifestyles, make judgements about standards of living. |
| Links to prior learning | KS1 and 2 map skills. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | KS2 economic activity including trade links. | KS2 the water cycle. | Previous topic-The hydrological cycle.<br>Using development indicators – India Yr 7 topic 2 | Environmental impact of rapid industrialisation- greenhouse gas emissions. | KS2 climate zones and biomes. Vegetation belts. | Using development indicators – Yr 7 India and Rivers |
| assessment | Baseline<br>Retrieval.<br>Prove It tasks.<br>Assessed pieces | Retrieval.<br>Prove It tasks.<br>Assessed pieces | Retrieval.<br>Prove It tasks.<br>Assessed pieces | Retrieval.<br>Prove It tasks.<br>Assessed pieces | Retrieval.<br>Prove It tasks.<br>Assessed pieces | Retrieval. Prove It tasks.<br>Assessed pieces | Retrieval.<br>Prove It tasks.<br>Assessed pieces |