

Year 7 Curriculum Plan

Geography Interdependence System Risk Globalisation Sustainability Stewardship Development and Inequality



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PRIOR LEARNING	My World: At Key stage 1 and 2 students through the national curriculum should have studied : • Knowledge about the world, the United Kingdom, and their locality. • Understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness	Wicked Water At key stage 1 and 2 students through the national curriculum should have studied : • Key aspects of the physical geography including rivers and the water cycle and rivers, in the context of a local river study (River Ribble) and/or key aspects of the main rivers in the UK (River Thames) and in the wider world. • Rivers have sources, channels, tributaries, and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea • Link learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.	Too Many People At key stage 1 and 2 students through the national curriculum should have studied : • UK cities, countries and key features and research. Population and Migration. • Human and physical geography of a seaside town, such as Blackpool in Lancashire, comparing it with other places studied previously. • Introduction to tourism, transport, settlements, land use and change over time etc. • They will have begun to develop some Ordnance Survey and digital mapping skills	The Eden Project At key stage 1 and 2 students through the national curriculum should have studied : • Contrasting region – Amazon, Basin, rainforest, biomes. (Environments); Amazon Basin drained by the Amazon River and its tributaries. • Amazon rainforests and others around the world • The future of tropical rainforests and other ecosystems is connected to human lives and lifestyles. • They will also learn about the wider cultural context of Brazil. • This unit also brings in knowledge gained during previous 2 topics of learning	Connecting Classrooms: At key stage 1 and 2 students through the national curriculum should have studied : • Study of small area within a contrasting non-European country and its broader geographical context, such as the country/continent in which it is located (Kenya or Uganda, Africa). • Similarities and differences between the small area being studied and areas with which they are more familiar. • This unit also brings in knowledge gained during previous 4 topics of learning	Summer Holidays At key stage 1 and 2 students through the national curriculum should have studied : • Study a region in a European country. • Although they are exploring a region in detail, the children still need to be aware of its broader geographical context, such as the country and continent in which it is located. • Children will explore similarities and differences between countries • This unit also brings in knowledge gained during previous 4 topics of learning

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KNOWING WHAT...	1. Locational knowledge continents and oceans 2. Geography of UK 3. Lines of Latitude and Longitude 4. GPS 5. Directions 6. Symbols 7. Measuring Distances 8. Grid References 9. Giving Directions 10. GIS • Atlas Skills • Map skills • Photo Analysis • Data Analysis	1. Water Cycle 2. River Basins 3. Erosional Processes 4. Formation of Waterfalls 5. Formation of Meanders 6. Causes of Flooding 7. Impacts of Flooding 8. Flood Management 9. Case Study: Boscastle Flood 2004 • Map skills • Photo Analysis • Numeracy • Literacy	1. Rapid Population Growth 2. Population Density and Distribution 3. Demographic Transition Model and Population Pyramids 4. Impacts on Low Income Country 5. Chinas One Child Policy 6. Impacts 7. Impacts on HIC (UK) 8. Migration Push and Pull Factors 9. Case Studies: China and UK • Photo Analysis • Numeracy • Graph skills • Data Analysis • Literacy	1. Location of Ecosystems 2. Food chains 3. Structure of Tropical rainforests 4. Causes of deforestation 5. Impacts of deforestation 6. Solutions 7. Structure of Deserts 8. Living in Deserts 9. Case Studies: Amazon Rainforest & Sahara Desert • Map Skills • Photo Analysis • Numeracy • Climate Graph skills • Literacy	1. Ghana Physical Geography 2. Ghana Human Geography 3. Measuring development 4. Impacts of poverty 5. Solutions: Different Types of Aid 6. Solutions: Fair trade 7. Case study: Ghana and the UK • Map Skills • Photo Analysis • Climate Graph skills • Data Analysis • Literacy	1. Growth of Tourism 2. Physical and human attractions 3. Positive impacts 4. Negative impacts 5. Solutions: Sustainable Tourism 6. Solutions: Ecotourism 7. Case study: Majorca and Kenya • Map Skills • Photo Analysis • Numeracy • Graph Skills • Climate Graph skills • Data Analysis • Literacy

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KNOWING HOW...	- Use what they know from one context in another (spatial awareness) - Consider their influence on decisions that will be made (problem solving) - One way of doing this is through the 'powerful knowledge' approach or our threshold concepts) - We sum this up as Making Connections: - We have an impact on our environment and our environment influences our actions. This is called INTERDEPENDENCE. - There are no easy solutions as the world is often messy for example, we will be looking at current geographical events and discussing them in terms of every story has two sides, both negatives and positives.	- Our World is dynamic and geographical processes change our landscape. This is works a system which study through the formation of waterfalls - River can be a risk to human live and property in the form of floods - We have an impact on our environment and our environment influences our actions. This is called INTERDEPENDENCE which we study in Flooding and Flood management - Think about alternative futures (decision making) in terms of flood management Consider their influence on decisions that will be made (problem solving) and that there are often no easy solutions	- We have an impact on our environment and our environment influences our actions. This is called INTERDEPENDENCE which will study in terms of the link between rapid population growth and environmental change - Global Citizenship means we are all interconnected. This is called Globalisation which we will study in this unit through looking at Migration - There are no easy solutions as the world is often messy with any solutions to rapid population growth or Migration having as many negatives as positives for example China's one child policy.	- We have an impact on our environment and our environment influences our actions. This is called INTERDEPENDENCE which we study through ecosystems - Our World is dynamic and geographical processes change our landscape. This is works a system which we study through the Tropical Rainforest and Desert ecosystems. - Stewardship is an important concept and step in understanding how to respond the worlds environmental challenges - Sustainability and stewardship are important solutions to the world's problem trough the management solutions - There are no easy solutions as the world is often messy which requires an evaluation of advantages and disadvantages for example deforestation.	- We have an impact on our environment and our environment influences our actions. This is called INTERDEPENDENCE. We study this through making connections between our actions as consumers and the lives of poor Cocoa Farmers in Ghana. - Global Citizenship means we are all interconnected. This is called Globalisation. We study this through Fair trade - There are no easy solutions as the world is often messy. Many of the solutions to Global Inequality such as Aid have disadvantages as well as advantages which vary depending on who you are.	- We have an impact on our environment and our environment influences our actions. This is called INTERDEPENDENCE through the impacts of Tourism on Tourist destinations - Our World is dynamic and geographical processes change our landscape including humans on holiday looking at the negative impacts - Stewardship is an important concept and step in understanding how to respond to the impacts of tourism - Sustainability and stewardship are important solutions to the world's problems. We look at how sustainable tourism can offer solutions to mass tourism - There are no easy solutions as the world is often messy with Tourism having as many disadvantages and advantages

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ASSESSMENT	Week 3: Formative Assessment Baseline test paper testing knowledge 1-3 Week 6 Summative Assessment: Pupils draw their own treasure island map using the skills that they have learned 5-9	Week 3: Formative Assessment Online Quiz testing knowledge covering 1-4 as well as extended writing piece on the formation of waterfall Week 6 Summative Assessment: Question paper testing Knowledge understanding, Application and Skills. Testing 2- 9. This includes an extended writing question (write like a geographer)	Week 3: Formative Assessment Online Quiz testing knowledge covering 1-4 Week 6 Summative Assessment: Question paper testing Knowledge understanding, Application and Skills covering 3- 9. This includes an extended writing question (write like a geographer)	Week 3: formative Assessment Online Quiz covering 1-3 Week 6 Summative Assessment: Question paper testing Knowledge understanding, Application and Skills covering 1-9. This includes an extended writing question (write like a geographer)	Week 3: Formative Assessment Online Quiz covering 1-4 Week 6 Summative Assessment: Question paper testing Knowledge understanding, Application and Skills covering 3-7 This includes an extended writing question (write like a geographer)	End of Year assessment on knowledge learnt through the year