There will be an interim assessment in each units; strengths and areas for development will be identified.

Yr7 Geography at CLHS

1. Our country, my place

To help pupils transfer between KS2 and KS3, this unit will identify what the main characteristics of the subject are. We will build on locality studies that they are likely to have carried out at KS2 to rapidly close any gaps in learning. This topic will also give students the opportunity to study places at **different scales** with a focus on **UK** and their **local area**. This will further develop their knowledge and understanding of places. Pupils will investigate some of the features and characteristics of the **area around their new school** and **where they live**, whilst also developing a range of **geographical skills, such as collecting data and presenting it, GIS skills and using OS maps**.

Assessment 1 (Oct) "My patch": Pupils will identify the major human and physical features of their 'patch', using GIS tools. Pupils will analyse and communicate this information in a report.

START!

Year 7

Half term 1

2. Hazardous Earth

Pupils will start this unit by investigating the structure of the Earth and the theory of **plate tectonics**. Students will then learn about the **location of earthquakes and volcanoes**, and how they occur. This will be re-visited during the Africa unit later in the year, where students will study the volcanic eruption of **Mt. Nyiragongo in DRC**. To finish this topic students will investigate the impacts, effects and responses to the **Japanese earthquake and tsunami** of 2011. Finally, we will consider why millions of people live in hazardous areas, such as Japan and Iceland. Students will develop mapping skills such as **latitude and longitude**, **grid references** and use of **satellite imagery** in this unit.

Half term 2

Assessment 2 (Dec) "Montserrat Volcano": We will test students knowledge and understanding of this unit. This will assess key words, graph skills and understanding of impacts, effects and responses.

Assessment 3 (Feb) "Our Urban world": A summative assessment to test the knowledge and skills learned in this unit

3. Our Urban World

The main purpose of this unit is to introduce students to the concept of **urbanisation**, as in recent years the majority of humans now live in urban areas. Students start by learning about current world population, causes of population change and **megacities**. They then learn about urbanisation and it causes. Urbanisation occurs at different rates around the world, and this unit focuses on an example of urbanisation in **Mumbai, India**, a Newly Emerging Economy. Students will then explore the development of **squatter settlements** and the positive and negative aspects associated with them. They will then explore the concept of sustainable cities, a UN **sustainable development** goal, and explore what makes a city sustainable. The example of **Copenhagen, Denmark** is studied. Finally students develop the skill of **using and interpreting choropleth maps** when studying urbanisation and population distribution in the **UK**.

Half term 3

Half term 4

4. River Landscapes

Pupils will learn that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. Students start by understanding where **major global river systems** are located, which will develop their locational knowledge and spatial awareness of local and global scale. They will then build on KS2 learning about the countries and continents on a transfer of water through the **water cycle** by introducing more challenging vocabulary and concepts. Students explore the features of a river and the surrounding **drainage basin**. They will further develop their knowledge of the river system by studying **fluvial processes** (erosion, transportation and deposition). These processes result in the formation of river landforms, and there is a specific focus on the **River Severn** and the **River Tees**. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives. The final part of the unit explores what happens if rivers flood, specifically impacts, effects and responses. There is a focus on the **Boscastle** floods. Skills developed in this unit include **grid references**, **describing locations**, **graphs** and the opportunity to use **GIS**.

Assessment 4 (March), "Rivers": A summative assessment to test the knowledge and skills learned in this unit

Half term 5

Half term 6

FINISH

5. The Geography of Africa

The penultimate unit for Y7 allows students to draw on the themes studied earlier in the year highlighting the synoptic links in geography, through a detailed case study of a place, at a **range of scales**. Students will start by locating Africa and identify some of the major **human and physical geography** features. They will then describe the characteristics of the major **biomes and climate** across this huge continent.
Pupils will build on map skills by **interpreting choropleth maps** of the population distribution in Africa and explain the reasons for the patterns. Some of these reasons are physical but they will also study the historical factors influencing **population** and **development** in Africa, with a focus on the **DRC**. Using their knowledge of rivers students will look at the geography of the **River Nile** and its importance. Students revisit **tectonic processes** and study the volcanic eruption of **Mt. Nyiragongo in DRC**. Finally, students will use their knowledge of urbanisation to understand key issues in Kenya's urban areas. Pupils will further develop **map skills**, **graphical skills** and **atlas skills**.

Assessment 5 (May) "Africa": A summative assessment to test the knowledge and skills learned in this unit

6. The Atmosphere

This unit will introduce students to the concepts of **weather** and **geographical enquiry**. Weather ultimately affects everyone on Earth and everything that we try to do. These systems are complex. The unit aims to explain some of the mechanisms that result in highly changeable weather that the **United Kingdom** experiences. Students will briefly look at global examples of climate such as **Sydney**, **Greece** and the **Sahara Desert**. The unit starts by introducing what weather is and how it is measured. Students are then introduced to the concept of **air masses**, followed by an exploration of clouds and **precipitation**. The final component of the unit is a piece of **fieldwork**, and the first geographical enquiry students will complete at KS3. They will complete an **enquiry** into **microclimates** at **CLHS**. This piece of fieldwork will be teacher led to introduce students to the process of geographical enquiry.

Assessment 6 (July) "The Atmosphere": A summative assessment to test the knowledge and skills learned in this unit