

Learning Focus	Assessments
<p><b>Weeks 1–7 (HT1): Our country, my place</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> <li>1. Introduction to Geography</li> <li>2. What is UK’s place in the world?</li> <li>3. What are the human &amp; physical features of the UK?</li> <li>4. Lands’ End to John o Groats - Where is my place?</li> <li>5. What is my place like? How has it changed?</li> </ol> <p><u>Key Assessment objectives / skills:</u></p> <ul style="list-style-type: none"> <li>• Students develop a sense of place to undertake thematic studies in both physical and human geography. They should understand the geography of the UK and have a working knowledge of the main continents, countries and cities of the world. <b>(AO1)</b></li> <li>• OS maps are widely used when studying the physical and human geography of the UK, for example in studying rivers or urban settlement. This unit begins to introduce students to a range of practical skills used to interpret maps, before they move onto unit 2 <b>(AO4)</b> <ul style="list-style-type: none"> <li>• This unit supports the KS3 PoS (<i>Locational knowledge</i>), where students are expected to gain a detailed knowledge of the world and its environments through the use of atlas maps. <b>(AO1)</b></li> <li>• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li> <li>• It also enables students to interpret OS maps (KS3 PoS <i>Geographical skills and fieldwork</i>). <b>(AO4)</b></li> </ul> </li> </ul>	<p><b>Assessment One (Oct):</b></p> <p><u>“My patch”:</u></p> <p>Pupils will identify the major human and physical features of their ‘patch’, using <b>GIS tools</b>. Pupils will <b>analyse and communicate</b> this information in a report.</p>
<p><b>Weeks 8-14 (HT2): Hazardous Earth</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> <li>1. What is the structure of the earth? Introduction to hazards</li> <li>2. What are plate tectonics / boundaries?</li> <li>3. How do volcanoes work? (structure, products of volcanoes)</li> <li>4. Where do earthquakes occur?</li> <li>5. Tsunami (Japan) – an example of a well-managed hazard</li> <li>6. Why do people live in hazardous areas (Iceland)?</li> </ol> <p><u>Key Assessment objectives / skills:</u></p> <ul style="list-style-type: none"> <li>• <i>Locational knowledge</i>, students consolidate and extend their knowledge of the world’s major countries and their physical features.</li> <li>• <i>Human and physical geography</i>, students should understand, using examples at a variety of scales, the key processes in plate tectonics and weather and climate. <ul style="list-style-type: none"> <li>• <i>Geographical skills and fieldwork</i>, students build on their</li> </ul> </li> </ul>	<p><b>Assessment Two (Dec):</b></p> <p><u>“Montserrat Volcano”:</u></p> <p>We will test students knowledge and understanding of this unit. This will assess key words, graph skills and understanding of impacts, effects and responses.</p>



# Geography Year 7 Curriculum overview for teachers

The below is intended to provide a simple overview of Year 7 Geography, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

knowledge of globes, maps and atlases.	
<p><b>Weeks 15-21 (HT3): Our Urban World</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> <li>1. How has population grown?</li> <li>2. How do people choose a settlement?</li> <li>3. What are megacities?</li> <li>4. What is urbanisation in LICs like?</li> <li>5. Sustainable cities of the future</li> </ol> <p><u>Key Assessment objectives / skills:</u></p> <ul style="list-style-type: none"> <li>• KS3 <i>PoS Locational knowledge</i>: studying this topic satisfies the KS3 PoS by enabling students to extend their locational knowledge and deepen their spatial awareness of the world's countries, including China and India. <b>(AO1)</b></li> <li>• KS3 <i>PoS Human and physical geography</i>: this chapter helps to develop students' understanding of human geography relating to population and urbanisation. <b>(AO2)</b></li> <li>• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li> <li>• GCSE skills: Provides opportunities to practice mapping, graphical and statistical skills and use of resources such as satellite maps <b>(AO4)</b></li> </ul>	<p><b>Assessment Three (Feb):</b></p> <p><u>"Our Urban world":</u></p> <p>A summative assessment to test the knowledge and skills learned in this unit.</p>
<p><b>Weeks 22-28 (HT4): River Landscapes</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> <li>1. Why do humans often live near rivers?</li> <li>2. How do rivers and their surrounding environment change through natural processes?</li> <li>3. What happens when rivers flood and how can humans respond to this?</li> </ol> <p><u>Key Assessment objectives / skills:</u></p> <p><b>Locational knowledge (AO1):</b></p> <ul style="list-style-type: none"> <li>• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world — focusing on their key physical and human characteristics</li> </ul> <p><b>Place knowledge (AO1):</b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities, differences, and the links between places through the study of human and physical geography</li> </ul> <p><b>Human and physical geography (AO2):</b></p> <ul style="list-style-type: none"> <li>• understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to population and the use of natural resources</li> </ul>	<p><b>Assessment Four (March):</b></p> <p><u>"Rivers":</u></p> <p>A summative assessment to test the knowledge and skills learned in this unit</p>

<ul style="list-style-type: none"> <li>Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li> </ul> <p><b>Geographical skills and fieldwork (A04):</b></p> <ul style="list-style-type: none"> <li>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>interpret topographical and other thematic mapping</li> </ul>	
<p><b>Weeks 29-35 (HT5): The Geography of Africa</b></p>	
<p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> <li>What and where is Africa?</li> <li>What are the major human and physical features of this vast continent?</li> <li>How are human populations shaped by the physical environment?</li> <li>Has the past had an influence on development in Africa?</li> </ol> <p><u>Key Assessment objectives / skills:</u></p> <p><b>Locational knowledge (AO1):</b></p> <ul style="list-style-type: none"> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps ... to focus on Africa ... focusing on its environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</li> </ul> <p><b>Place knowledge (AO1):</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities, differences, and the links between places through the study of their human and physical geography.</li> </ul> <p><b>Human and physical geography (AO2) :</b></p> <ul style="list-style-type: none"> <li>understand ... the key processes in:             <ul style="list-style-type: none"> <li>physical geography relating to: ... weather and climate</li> <li>human geography relating to: ... population and urbanisation ... and the use of natural resources.</li> </ul> </li> <li>understand how human and physical processes interact to influence and change landscapes, the environment and climate.             <ul style="list-style-type: none"> <li>Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork (AO4) :</b>            build on their knowledge of ... maps and atlases and use these tools routinely in the classroom.</p>	<p><b>Assessment Five (May):</b></p> <p style="text-align: center;"><u><b>“Africa”:</b></u></p> <p>A summative assessment to test the knowledge and skills learned in this unit</p>



# Geography Year 7 Curriculum overview for teachers

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<p><b>Weeks 36-39 (HT6): The Atmosphere</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"><li>1. What is weather and climate?</li><li>2. How does weather work?</li><li>3. Why does the UK have such changeable weather?</li><li>4. How are humans impacted by weather?</li></ol> <p><u>Key Assessment objectives / skills:</u></p> <p><b>Locational knowledge (AO1):</b></p> <ul style="list-style-type: none"><li>• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps ... to focus on Africa ... focusing on its environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</li></ul> <p><b>Place knowledge (AO1):</b></p> <ul style="list-style-type: none"><li>• understand geographical similarities, differences, and the links between places through the study of their human and physical geography.</li></ul> <p><b>Human and physical geography (AO2) :</b></p> <ul style="list-style-type: none"><li>• understand ... the key processes in:<ul style="list-style-type: none"><li>○ physical geography relating to: ... weather and climate</li><li>○ human geography relating to: ... population and urbanisation ... and the use of natural resources.</li></ul></li><li>• understand how human and physical processes interact to influence and change landscapes, the environment and climate.<ul style="list-style-type: none"><li>• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li></ul></li></ul> <p><b>Geographical skills and fieldwork (AO4) :</b> build on their knowledge of ... maps and atlases and use these tools routinely in the classroom.</p>	<p><b>Assessment Six:</b></p> <p><b><u>"The Atmosphere":</u></b></p> <p>A summative assessment to test the knowledge and skills learned in this unit</p>