

Geography



| The areas of development are: | Solutions |
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| <u>Geography</u> | |
| <u>Topics</u> | |
| <ul style="list-style-type: none"> Continents of the world and describing location geographically | <ul style="list-style-type: none"> MS Teams - 01 World Geography (lesson materials) CIA World Fact book - Research a Country and identify its capital city and its population Sporcle - quiz on Global Capital Cities |
| <ul style="list-style-type: none"> Global Temperature: including how temperature has changed, where has had the most significant changes, and the consequences of the changes | <ul style="list-style-type: none"> MS Teams - 02 Global Temperature (lesson materials) BBC iPlayer - any documentary looking at the issues of climate change 'Before the Flood' National Geographic Documentary |
| <ul style="list-style-type: none"> Sea level rise: Including causes and consequences of rising sea levels | <ul style="list-style-type: none"> MS Teams - 03 Coastal Flooding (lesson materials) visit the coast, e.g. Formby visit a river, e.g. Chorlton Waterpark |
| <ul style="list-style-type: none"> Europe mapping: including different countries in Europe and lines of longitude and latitude | <ul style="list-style-type: none"> MS Teams - 04 Europe Mapping (lesson materials) CIA World Fact book - Research a European Country and identify its capital city and its population Sporcle - quiz on European Capital Cities |
| <ul style="list-style-type: none"> Migration: including push and pull factors ; the different types of migration; the positives and negatives of migration and stories of EU migration | <ul style="list-style-type: none"> MS Teams - 05 Migration within Europe (lesson materials) BBC Bitesize - Population and Migration research famous figures who have travelled to Europe in the last 50 years |
| <ul style="list-style-type: none"> Refugees: including push and pull factors; the reasons people become refugees and stories from refugees | <ul style="list-style-type: none"> MS Teams - 06 Migration - refugees (lesson materials) KS3 Bitesize - Globalisation, trade and interdependence |

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| <ul style="list-style-type: none"> Built and natural features of the British Isles: including river, coast and glacial landscapes; villages, towns and cities, bridges, tunnels and reservoirs | <ul style="list-style-type: none"> MS Teams - 07 Built and Natural landscapes (lesson materials) visit the Lake District or the Pennines |
| <ul style="list-style-type: none"> Map skills: including 4 figure grid references, scale, measuring distances and map symbols. Study of Manchester OS map | <ul style="list-style-type: none"> MS Teams - 08 Direction, Four Figure Grid References and Scale (lesson materials) use the Ordnance Survey website to test your map skills use BBC Bitesize to research map skills |
| <ul style="list-style-type: none"> Slums and rural to urban migration: Including push and pull factors, examples of UK based rural to urban migration and Brazil rural to urban migration | <ul style="list-style-type: none"> MS Teams - 09 Manchester (lesson materials) visit People's History Museum in Manchester complete a walking tour of Manchester |
| Application | |
| <ul style="list-style-type: none"> identifying geographical key words and defining them with confidence | <ul style="list-style-type: none"> identify geographical key words and defining them with confidence |
| <ul style="list-style-type: none"> identifying geographical features, processes or key events with confidence | <ul style="list-style-type: none"> focus on describing geographical features, processes and key events by using facts and figures |
| <ul style="list-style-type: none"> describing geographical features, processes or key events with confidence | <ul style="list-style-type: none"> offer explanations for geographical features, processes and key events by saying 'why' |
| <ul style="list-style-type: none"> explaining geographical features, processes or key events with confidence | <ul style="list-style-type: none"> give developed explanations for geographical features, processes and key events by saying 'why' and what this leads to |
| <ul style="list-style-type: none"> giving developed explanations for geographical features, processes or key events with confidence | <ul style="list-style-type: none"> develop well-developed explanations for geographical features, processes and key events by saying 'why', what this leads to and the impact that this has |
| <ul style="list-style-type: none"> giving well-developed explanations for geographical features, processes or key events with confidence | <ul style="list-style-type: none"> evaluate the reasons for geographical features, processes and key events by examining the positives and negatives of them |
| Practice | |
| <ul style="list-style-type: none"> consistent completion of home learning exercises, which supports their learning in class and extends their understanding of key themes and issues | |
| <ul style="list-style-type: none"> consistent and confident performance in significant pieces of work both in lessons and in progress checkpoints | |
| <ul style="list-style-type: none"> clear focus and drive when working independently on home learning | |
| <ul style="list-style-type: none"> clear focus and drive when working independently on classwork | |

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