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| **Year 7 - Geography** |
| **Curriculum intent** | The aim of the geography curriculum is to enable students to gain an understanding of the world and how it works. Students will gain this understanding through investigating contemporary issues in geography, using Year 7 as a foundation year so that, regardless of their background and previous experiences, all students have a basic knowledge in key Geographical skills. These key skills include the ability to locate places both locally and around the world, to read maps and graphs and to identify geographical features in different environments. We aim to introduce students to key terminology that will be used regularly in Geography lessons across the whole of their learning journey and make our classrooms word rich in order to develop oracy and vocabulary. |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Knowledge** | What is Geography?* Introduction to Geography
* Baseline assessment
* Describing places
* Continents and Oceans
* Our place in the UK
 | Weather and Climate* How does the weather affect us?
* The water cycle
* How do clouds form?
* Types of rainfall
* Air Pressure
* Air Masses
* Climate zones
 | Raging Rivers* Drainage basin
* Upper, middle and lower course and fluvial processes
* River Tees Long Profile
* River Tees Case Study
* DME- Cumbria flooding
* Bangladesh flooding
 | Cracking Coasts* Wave types
* Erosion
* Erosional Landforms
* Deposition and Depositional Landforms
* Defences
* DME- Saving the coastline of eastern UK
 | Amazing Africa* Where is Africa and What is it like?
* How has Africa’s past shaped it’s present?
* How developed are African countries?
* The Great Green Wall
* The future of the Sahel
* The challenges of Africa DME
 | Booming Biomes* Where different ecosystems are in the world
* The features of different ecosystems
* Where are tropical rainforests are located and why are they important?
* Madagascar Rainforest DME

Fieldwork: microclimate  |
| **Skills** | * Atlas Maps
* OS Maps
* Thematic Map
* Vertical Bar
* Pie Chart
* Describe
* Compare
* Sketching
* Annotations
 | * Describe
* Annotations
* Maps,
* Graphs,
* Sketches
* Analytical skills
* Thematic Map
 | * Cross sections
* OS Maps
* Thematic Map
* Vertical Bar
* Pie Chart
* Describe
* Compare
* Sketching
* Annotations
 | * Atlas Maps
* OS Maps
* Thematic Map
* Vertical Bar
* Pie Chart
* Describe
* Compare
* Sketching
* Annotations
 | * Base Maps
* Sketching
* Line Graph
* Explain
* Analyse
* Conclude
* Evaluate
* Assess
* Climate Graphs
 | * Base Maps
* Thematic Maps.
* Data Collection
* Data Analysis
* Describe
* Explain
* Analyse
* Conclude
* Evaluate
* Climate Graphs
* Fieldwork skills
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| **Assessments** | Baseline Assessment EOU Assessment | EOU Assessment | DME  | EOU Assessment | DME | EOU Assessment Fieldwork  |
| **Curiosity** | Rebooting the Future- United Nations Ozone Day 16th SeptemberSocial Justice- World food day 16th October; Food Security | Climate- Remembering the lost species 30th NovemberInternational Co-operation Antarctica Day 1st December | Compassionate Values- International day of Education UNESCO 24th JanuaryFood and Farming- Fair Trade Fortnight 27th February | Connection to nature- World water day 22nd MarchHealth- The Fashion Revolution 18th April**UK residential Trip** | Wealth- African World Heritage Day 5th MayCommunity- The Big Lunch, Eden Project 2nd June**UK residential Trip** | Democracy- Plastic Free 1st July Microclimate Fieldwork in school grounds |
| **Extra-Curricular** | Virtual Fieldtrips to British Landmarks. <https://evanevanstours.com/> Mapping through the ages: <https://www.gislounge.com/mapping-through-the-ages/> Maps that change the world: <https://www.google.co.uk/books/edition/Maps_That_Changed_The_World/eEwmEAAAQBAJ?hl=en&gbpv=1&dq=cartography+over+time&printsec=frontcover>Make your own map: <https://inkarnate.com/> Explore your local area – take photos, make sketches | What is the difference between weather and climate? <https://www.nasa.gov/mission_pages/noaa-n/climate/climate_weather.html> Extreme weather events: <https://www.nationalgeographic.org/activity/extreme-weather-on-earth/> Carbon Brief: <https://www.carbonbrief.org/mapped-how-climate-change-affects-extreme-weather-around-the-world> | Using Google Maps and Geographical Information Systems. <https://www.google.com/earth/education/> Congo basin: <https://www.worldwildlife.org/places/congo-basin> River Ganges: <https://education.nationalgeographic.org/resource/ganges-river-basin> | Virtual fieldtrip and fieldwork along the Dorset coastline. <https://www.ucl.ac.uk/earth-sciences-virtualfieldtrip/dorset.html>Jurassic coastal landforms: <https://jurassiccoast.org/> Visit the Jurassic Coast: <https://www.visit-dorset.com/explore/jurassic-coast> Maps of the Jurassic coast: <https://www.google.com/search?safe=strict&rlz=1C1GCEB_enGB959&q=Jurassic+Coast+map&sa=X&ved=2ahUKEwiy0PG6zK3xAhUlnFwKHVjNCnsQ1QIwHnoECBAQAQ&biw=1920&bih=937> | Flora and Fauna of Africa: <https://www.africanparks.org/the-parks/majete/fauna-flora> Biodiversity: <https://www.eac.int/environment/natural-resources-management/biodiversity-forestry> Try different African foods – make at home ([https://www.bbc.co.uk/ food/cuisines/african](https://www.bbc.co.uk/%20food/cuisines/african) )The Nile - [https://www.bbc.co.uk/iplayer/ episode/b04l90zl/sacred-rivers-with-simon-reeve-1-the-nile](https://www.bbc.co.uk/iplayer/%20episode/b04l90zl/sacred-rivers-with-simon-reeve-1-the-nile) GGW: <https://www.greatgreenwall.org/about-great-green-wall> | Protecting the Tropical Rainforest Project. <https://www.rainforestfoundationuk.org/education-pack> GGW: <https://www.greatgreenwall.org/about-great-green-wall> |