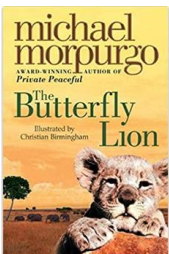
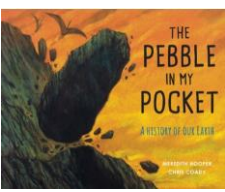
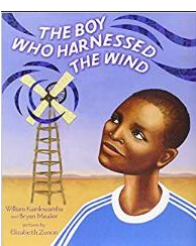


Geography Year 7 – Curriculum Intent:

This unit feeds on from work completed at Primary school on locational knowledge. This is with the aim of ensuring that all students have good knowledge of continents, countries and places. Students will learn and practice map skills by looking at different countries. This programme of study will help students make sense of people and places using a wide range of geographic knowledge and skills.

| | Unit Intent (i.e. how does support learning in the next unit/future units/exam prep, etc) | Content Coverage | Method/s of Assessment (At least one method of assessment to be listed per term) | Reading List |
|---|--|---|---|--|
| Term 1: <u>Fantastic Places and where to find them!</u> | This unit will develop students locational place knowledge at a range of scales. Global, national and local. Students study a range of map skills. This prepares students for future units when looking at place specific case studies. This unit prepares students for GCSE especially Map skills for all 3 papers. | <ul style="list-style-type: none"> What is a Geographer Human and physical geography OS map skills Geography of the UK/ Europe / World Environmental Quality Fieldwork | <p>Lesson 4 - Marked Work – Students write an accurate description to compare different places within Rio</p> <p>Lesson 13 - Marked Work – Sketch Map and description of route</p> <p>Lesson 17 - Students answer questions on their locational knowledge of the continents and countries. Then practice of map skills using a map of Helvyllyn in the Lake District. Marked Work</p> <p>Lesson 21 - Marked Work: Students analyse their results and evaluate the effectiveness of their investigation. Making suggestions for improvements in the future</p> | <p>Going Solo – Roald Dahl</p> <p>The Butterfly Lion – Michael Morpurgo</p> <p>The Miraculous Journey of Edward Tulane - Kate Dicamillo</p> <p>Time Traveling with a Hamster – Ross Welford</p>  |
| Terms 2: <u>Shaping the Land</u> | This unit will develop students knowledge of how our landscapes are shaped by river, coastal and glacial processes. Feeds forward to – Year 7 unit: Emerging Economies (Flooding in India) Year 8 units: Weather and climate (cold environments) Year 9 units: Human Landscapes (Cities built near rivers) Year 9 unit: South America (Coastal regions and Amazon river) | <ul style="list-style-type: none"> Weathering and erosion Rivers : physical processes and landforms, case study – River Severn Coasts: physical processes and landforms, case study - Maldives Glaciers – physical processes and landforms, case study - Norway | | <p>The Pebble in My Pocket - Meredith Hooper</p> <p>Kensuke's Kingdom - Michael Morpurgo</p> <p>My Family and Other Animals - Gerald Durrell</p>  |
| Terms 3: <u>Globalisation and me</u> | This unit develops students understanding of the changing economic world and how countries are becoming more interdependent due to globalisation. Feeds forward to: Year 8 unit: Weather and Climate (Thar Desert in India) Sustainable Living (Fashion industry – India, Water/ air pollution in China, Climate change mitigation in India and China) Year 9 unit: Tectonics (Earthquakes in China) Year 9 unit: Africa (China's role in Africa) Year 9 unit: South America (comparison of the Dharavi Slum with Rio's Favelas) | <ul style="list-style-type: none"> Globalisation – how are we individually connected to the rest of the world? India – Population, urbanisation including Dharavi slum, hopes for the future China – Population including population policy, urbanisation, issues and environmental concerns | <p>Lesson 4 - Marked work – 'It is good that Meem has a job in a sweatshop'. To what extent do you agree with this statement?</p> <p>Lesson 9 - Marked work – To evaluate if we can make our stuff in better places.</p> <p>Lesson 11 – To what extent is globalisation a good thing?</p> <p>Lesson 17 - Do you think that the proposed Benoa Bay Development should go ahead? Use evidence from the resource booklet and your own understanding to explain your choice.</p> | <p>The Boy Who Harnessed the Wind - William Kamkwamba</p> <p>Running On The Roof Of The World - Jess Butterworth</p>  |