

### Geography Curriculum

Year 7		HT1	HT2	HT3	HT4	HT5	HT6
subject	Topic	Our Fantastic Home	Weather and Climate	Changing Places	Rivers	Africa	Asia's Giants
	Why this and why now?	Establishes foundation geographical skills and knowledge, such as map reading and locating places (continents, oceans, etc). Students should have a basic skillset from KS2 however these need to be secure in order to develop skills further and gain more knowledge and understanding	This unit continues to build on geographical skills such as using data. Also continues to develop locational knowledge of the UK by looking at our climate and weather issues (heatwaves and storms). This also begins to establish foundations for future more complex units such as climate change and ecosystem distribution	In this unit, students will investigate human geography concepts with a focus on migration. Students will gain an understanding of why people migrate, where they migrate to, what impacts this has and how this shapes our world. Previous knowledge gained on map skills and data use will be built on in this unit through looking at population distribution maps and population, migration and refugee statistics and graphs. This unit will also begin to open opportunities for discussion on key geographical concepts such as refugees	This unit continues to build on locational knowledge through learning physical processes and landscapes with a focus on hydrological systems. This can be linked back to all previous units, including the links between physical environments and human activity	The aim of this unit is to introduce students to the huge variation in geography that exists within the complex continent of Africa. This unit will provide a framework to understand what is going on in the continent, involving students in the lives of people living in Africa rather than looking at the continent from the outside. Students will learn how improving lives is dependent on a range of human and physical factors.	As students have examined the huge variation within Africa in HT5, this unit continues to investigate variations across Asia, focusing on China, Russia and India. This unit will develop student's ability to compare the similarities and differences of these nations within the same continent and give reasons for these similarities and differences. Students will investigate the physical geography, population changes and control, the power of these nations and the problems they face. This unit will provide a suitable understanding of these countries within the continent of Asia which can be built on in future units in KS3
	What is the essential knowledge that needs to be remembered?	Understanding how to read maps using grid references, map symbols, scale, lines of longitude and latitude. To know the seven continents and five oceans and where they can be found on a map of	To know the difference between weather and climate and describe both the weather and climate of specific places. To understand why places have different climates. Investigate the	To be able to identify patterns on a range of graphs and maps. To explain what migration is, why it occurs and the opportunities and challenges. To acknowledge and	To accurately use key geographical terminology. To be able to describe the different physical processes in a river system and explain how these processes create landforms and influence	To be able to identify the diversity of Africa and linking to scale. To describe the range of climatic zones, environments, landscapes, populations, and cultures across the	To be able describe the diversity of Asia's physical geography. To describe how population has changed in Asia and identify key patterns of change. To investigate strategies to manage

		the world. To name the countries of Great Britain and the UK and locate them on a map	UKs climate, why it is like this and what extreme weather conditions we can face. To be able to use data to offer conclusions	appreciate issues leading to refugees. To develop points and begin to support with evidence/data	landscape changes. To be able to explain any links between the physical processes and human activity (including settlements close to rivers, transport on rivers, river pollution etc.). To apply learning of landforms and river activity to specific named examples.	53 countries. To investigate how conflict can impact people's lives and identifying options for social and economic development. To identify how improvements in education can improve the future of a country. To analyse the positive and negative impacts of technology in development.	population change. To explain how Asian countries are classed as superpowers. To explain the importance of specific Asian countries for the global economy. To describe the evident challenges in Asian countries and strategies to overcome them. To appreciate the diversity and balance of opportunities and challenges across Asia.
	<b>What is the assessment intent and how will you assess?</b>	<p>Baseline assessment at start of unit to assess prior learning from KS2. This will help to address any significant gaps in knowledge and skills and aid future planning. End of unit assessment will assess students general geography knowledge:</p> <ul style="list-style-type: none"> <li>Continents and oceans</li> <li>Capital cities</li> <li>Key terminology (e.g. human, physical, environmental)</li> <li>Geography facts (e.g. what country is the largest)</li> </ul> <p>This assessment will also assess their ability to practice map skills:</p> <ul style="list-style-type: none"> <li>Compass directions</li> <li>Lines of longitude and latitude</li> <li>4 and 6 figure grid references</li> </ul>	<p>End of unit assessment will assess students general knowledge:</p> <ul style="list-style-type: none"> <li>Continents and oceans</li> <li>Capital cities</li> <li>Key terminology (e.g. human, physical, environmental)</li> <li>Geography facts (e.g. what country is the largest)</li> <li>Key terminology from unit (e.g. precipitation, weather, climate)</li> </ul> <p>This assessment will also assess students ability to:</p> <ul style="list-style-type: none"> <li>Know the of ways of measuring weather</li> <li>Explain of how certain weather conditions are created (rain, storms, heatwaves)</li> </ul>	<p>Checkpoint assessment will assess the <u>skills</u> they have gained so far applied to their <i>content learning</i> so far:</p> <ul style="list-style-type: none"> <li><u>Describe</u> the popular destinations for British migration</li> <li><u>Outline</u> advantages of migration</li> <li><u>Explain</u> why people migrate using the push-pull theory</li> <li><u>Use data</u> to identify trends</li> <li><u>Describe and explain</u> why people are forced to leave their country</li> </ul> <p>End of unit assessment will assess students general knowledge:</p> <ul style="list-style-type: none"> <li>Continents and oceans</li> <li>Capital cities</li> </ul>	<p>Checkpoint assessment will assess students ability to compare uses of a river. Students will complete a comprehension task to compare historical and modern day uses of a river.</p> <p>End of unit assessment will assess students general knowledge:</p> <ul style="list-style-type: none"> <li>Continents and oceans</li> <li>Capital cities</li> <li>Key terminology (e.g. human, physical, environmental)</li> <li>Geography facts (e.g. what country is the largest)</li> <li>Key terminology from unit (e.g. discharge, velocity, erosion)</li> </ul>	<p>Checkpoint assessment will assess the <u>skills</u> they have gained so far applied to their <i>content learning</i> so far:</p> <ul style="list-style-type: none"> <li><u>Describe</u> the diversity of Africa</li> <li><u>Outline</u> misconceptions of Africa</li> <li><u>Explain</u> how conflict can impact development</li> <li><u>Use data</u> to identify development and improvements</li> <li><u>Describe and explain</u> strategies to overcome challenges to boost development</li> </ul> <p>End of unit assessment will assess students ability to:</p> <ul style="list-style-type: none"> <li>Give examples of how conflict can</li> </ul>	<p>Checkpoint assessment will assess the <u>skills</u> they have gained so far applied to their <i>content learning</i> so far:</p> <ul style="list-style-type: none"> <li><u>Describe</u> the physical geography of Asia</li> <li><u>Outline</u> changes in Asia</li> <li><u>Explain</u> how population change can be controlled</li> <li><u>Use data</u> to identify changes in economy</li> <li><u>Describe and explain</u> the importance of Asian countries for the global economy</li> </ul> <p>End of unit assessment will assess students ability to:</p> <ul style="list-style-type: none"> <li>Give examples of physical characteristics of the physical geography of Asia</li> </ul>

		<ul style="list-style-type: none"> <li>Map symbols</li> <li>Measuring height</li> <li>Measuring distance using scale</li> </ul>	<ul style="list-style-type: none"> <li>Describe the UK's weather and give reasons for why it changes</li> <li>Describe the impacts of extreme weather</li> </ul>	<ul style="list-style-type: none"> <li>Key terminology (e.g. human, physical, environmental)</li> <li>Geography facts (e.g. how many continents are there)</li> <li>Key terminology from unit (e.g. migration, refugee, population)</li> </ul> <p>This assessment will also assess students' ability to:</p> <ul style="list-style-type: none"> <li>Give reasons for migration using the push and pull theory</li> <li>Explain why people migrate to improve their quality of life</li> <li>Analyse and describe population pyramids</li> <li>Describe and explain population problems</li> </ul>	<p>This assessment will also assess students' ability to:</p> <ul style="list-style-type: none"> <li>Define and describe examples of river processes</li> <li>Explain the formation of river landforms due to physical processes</li> <li>Explain why rivers flood and categorise the impacts</li> <li>Evaluate flood management</li> </ul>	<p>impact development in Sudan</p> <ul style="list-style-type: none"> <li>Describe future plans to improve social and economic development in Sudan</li> <li>Explain how Ghana has developed over time</li> <li>Analyse the importance of making educational improvements to boost development</li> </ul>	<ul style="list-style-type: none"> <li>Describe key changes across Asia in the 20<sup>th</sup> Century to today</li> <li>Explain how changes can lead to problems</li> <li>Analyse the strategies to reduce the problems in specific areas of Asia</li> </ul>
	What does the end point look like?	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Name the seven continents and the five oceans</li> <li>State the differences between UK, Great Britain and the British Isles</li> <li>Use an atlas to locate major UK cities</li> <li>Appreciate what makes us British and how it links to the British Values and the GREAT values</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>State the difference between weather and climate</li> <li>Identify equipment used to measure the weather</li> <li>Describe the different types of rain</li> <li>Explain how air pressure affects the weather</li> <li>Investigate causes of extreme weather events</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe how global population has changed over time</li> <li>Use key words effectively and accurately</li> <li>Describe where people move to</li> <li>Explain the reasons for migration</li> <li>Identify opportunities and challenges with migration</li> <li>Describe the living conditions for refugees</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the course of a river from source to mouth</li> <li>Identify landforms along the course of a river</li> <li>Describe the processes of erosion, transportation, and deposition</li> <li>Explain the formation of key river landforms</li> <li>Describe and explain the uses and</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the location of Africa</li> <li>Describe the scale of Africa</li> <li>Describe key physical diversities in Africa</li> <li>Understand why misconceptions have developed about Africa</li> <li>Explain how conflict in Sudan has hindered development</li> <li>Appreciate development</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the location of Asia</li> <li>Describe the scale of Asia</li> <li>Describe key physical diversities in Asia</li> <li>Understand why misconceptions have developed about Asia</li> <li>Describe and explain population changes in Asia</li> <li>Understand the need for population control</li> </ul>

		<ul style="list-style-type: none"> <li>• Use longitude and latitude to locate places on a world map</li> <li>• Use an Ordnance Survey key to identify features on a map</li> <li>• Use 4 figure grid references, and attempt 6 figure grid references, to locate places on a map</li> <li>• Use scale to measure real-life distances on a map</li> <li>• State how height and gradient can be shown on a map</li> </ul>	<ul style="list-style-type: none"> <li>• Categorise effects of extreme weather events</li> <li>• Describe how extreme weather events can be prepared for</li> <li>• Explain why the UK's weather and climate are changeable</li> </ul>	<ul style="list-style-type: none"> <li>• Read population pyramids and identify patterns</li> </ul>	<p>benefits of rivers in the UK</p> <ul style="list-style-type: none"> <li>• Explain the correlation between rainfall and flooding events</li> <li>• Investigate causes of flooding</li> <li>• Categorise effects of river flooding</li> <li>• Describe how flooding can be prepared for</li> </ul>	<p>planning for the future and what barriers may be in place</p> <ul style="list-style-type: none"> <li>• Explain how education can boost development</li> <li>• Explain the advantages and disadvantages of technology on a country</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why some Asian countries are classed as superpowers</li> <li>• Identify and describe the challenges arising in Asian countries</li> <li>• Evaluate the strategies used to overcome challenges</li> </ul>
	How does it cover the NC?	<p><b>Locational Knowledge:</b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, key physical and human characteristics, countries and major cities</p> <p><b>Geographical Skills:</b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom, interpret Ordnance Survey maps including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p>	<p><b>Physical Geography:</b> weather and climate, including the change in climate from the Ice Age to the present</p> <p><b>Human and Physical Geography:</b> understand how human and physical processes interact to influence, and change the climate; and how human activity relies on effective functioning of natural systems</p> <p><b>Geographical Skills:</b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</p>	<p><b>Human Geography:</b> population and urbanisation</p> <p><b>Human and Physical Geography:</b> understand how human and physical processes interact to influence, and change the environment</p> <p><b>Geographical Skills:</b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</p>	<p><b>Physical Geography:</b> hydrology, rocks, weathering and soil</p> <p><b>Human and Physical Geography:</b> understand how human and physical processes interact to influence, and change the landscape and environment; and how human activity relies on effective functioning of natural systems</p>	<p><b>Locational Knowledge:</b> extend their locational knowledge and deepen their spatial awareness of the world's countries, focusing on Africa and their environmental regions, key physical and human characteristics, countries and major cities</p> <p><b>Place Knowledge:</b> understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa</p> <p><b>Physical Geography:</b> weather and climate, hydrology and coasts</p> <p><b>Human Geography:</b> population and</p>	<p><b>Locational Knowledge:</b> extend their locational knowledge and deepen their spatial awareness of the world's countries, focusing on Asia and their environmental regions, key physical and human characteristics, countries and major cities</p> <p><b>Place Knowledge:</b> understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia</p> <p><b>Physical Geography:</b> weather and climate, hydrology and coasts</p> <p><b>Human Geography:</b> population and</p>

						<p>urbanisation, international development, economic activity, the use of natural resources</p> <p><b>Human and Physical Geography:</b> how processes interact to influence and change landscapes, environments and the climate</p> <p><b>Geographical Skills:</b> build on knowledge of globes, maps and atlases, use GIS to view places and data</p>	<p>urbanisation, international development, economic activity, the use of natural resources</p> <p><b>Human and Physical Geography:</b> how processes interact to influence and change landscapes, environments and the climate</p> <p><b>Geographical Skills:</b> build on knowledge of globes, maps and atlases, use GIS to view places and data</p>
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