



Year 7 Geography

Aims:

- *To inspire curiosity and fascination with the world around us both natural and human.*
- *To develop an outstanding knowledge of diverse places, people, resources and natural/human environments. Students will also develop a deep understanding of Earth's key physical and human processes.*
- *To develop a refined understanding of the link between human and physical processes and the formation of landscapes and environments. Students will also begin to appreciate how the Earth changes over time.*
- *To improve the students' ability to thinking innovatively and creatively especially in thinking about solutions to complex geographical problems. Students will also develop their independent enquiry skills through use of data, statistics, maps and photographs to help form well-reasoned conclusions and judgements. The skill of being able to participate and communicate effectively will also improve through the study of Geography.*

Content:

Year 7 begins with the Movement unit which has the driving question: 'how do we conquer terrain?' The unit explores a range of natural hazards from around the world including earthquakes, volcanoes, tsunamis and wildfires. This unit actively encourages students to think creatively about what potential solutions may be to these hazards moving forward and develop confidence in solving complexing problems. Students then proceed to learn about the United Kingdom, settlement and map skills to help answer the driving question: 'why are new discoveries important?' This unit actively encourages students to become more effective independent enquirers and use research and information to form well-reasoned conclusions. The final unit, Superpowers, students learn about China, Russia and the Middle East and what part they play in the world around us. This unit aims to improve participation skills and the vital skill of communicating effectively as well answering the driving question: 'how do superpowers help improve our society?'

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Natural Hazards; causes, effects and impact of volcanoes, earthquakes and Tsunami. Physical and human aspects of hazards are explored. Impact of international aid programmes and their effectiveness. Decision making skills are developed throughout the unit.	Regular peer and self assessment. Formal assessed decision making task on "Why people continue to live in hazardous areas"
	Term 2	Mapskills and UK place study; range of mapskills are developed whilst studying the human and physical aspects of the UK. Includes population, tourism and the physical landscape of the UK.	Regular peer and self assessment. Mapskills quiz Formal assessment on mapskills to test their ability to use these skills in a range of different situations.



	Term 3	Superpowers; country studies of Russia, China and Middle East to understand different cultures, countries and the role they play in the world around us. Both physical and human aspects of these countries are studied.	Regular peer and self assessment. Country details quiz. Glossary quiz Formal assessment on the pros & cons of China's One Child Policy
--	--------	--	--

Assessment:

Students will be assessed at the end of each project on their knowledge and understanding of that particular topic. There are a mixture of extended writing assessments along with smaller, more knowledge based assessments. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas. Learning of key words in glossary tests is an important part of the subject. The teacher will also strive to utilise opportunities for formative assessment in every lesson to address any misconceptions students may have before we arrive at the summative assessment.

Extended Learning:

Students will be encouraged to research topics studied in class to consolidate key knowledge and understanding so all learners can progress with confidence. Sometimes, this will take the form of a creative task such as making an earthquake model to help reinforce core learning from the classroom. Learning key words will be set as part of homework.

Connection to the JFS Approach

Whole School Theme	How does <i>Geography</i> support this?
STRIPE	All units inherently develop the STRIPE skills. The topics are enquiry based with discussion and debate which enable all the key skills to be developed and strengthened over time. Students are consistently asked to be effective participators and contribute ideas to help solve problems that are presented in lessons.
STEAM	Scientific approaches to hazard management are explored. The role of STEAM in the Superpowers is significant and developed throughout the unit, including the influence of the oil and gas industries.
Literacy	Specific language is identified in glossaries specific to each unit. Students complete quizzes on these key words. During formal assessments it is a requirement of S, E and O criteria that subject specific language is used. Deliberate practice of writing extended answers in the Movement project.
Numeracy	Hazard maps and graphs are used which develop use of number. Population density maps, grid references and bar graphs are used regularly. Students are encouraged to use statistical evidence to form substantiated judgements throughout the whole course.
SMSC, British Values and Citizenship	By studying different places in Year 7, students understand the role of different countries in the world. They also develop an understanding of the notion of global power. International Aid develops their understanding of how countries support each other and work together.