



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 unit which has the driving question: *'What is our place in the world?'* This unit will teach students, through the lens of some of the world amazing places how to successfully locate themselves at a range of scales by learning how to read maps, to understand our place in the world. We will also carry out a Geographical Enquiry using secondary and primary data to answer the question *'Does Burton Represent the Whole of the UK?'*, and investigate the River Trent, as an important feature of our place in the world. Following this unit, students will study Natural Hazards, to answer the driving question *'What are the Challenges facing our world?'*. The unit of explores a range of natural hazards from around the world including earthquakes, volcanoes, tsunamis, and tropical storms. 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 continent of Africa. This unit aims to improve participation skills and the vital skill of communicating effectively as well answering the driving question: *'how does the wider world impact our community?'*, and will include links to a variety of Geographical Issues, such as resource management, colonisation, development and globalisation.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	<p>What is our place in the world?</p> <p>Learning about what geography is as a discipline, students place in the world on a global, local and national scale and how to understand your place in the world using map skills and amazing places a; range of map skills are developed whilst studying some amazing human and physical places around the world like Rio, the Great Wall of China and Victoria Falls. Enquiry using census data to answer the question – Does Burton Represent the UK, then an analysis of the River Trent, Landforms and Processes</p>	<p>Regular peer and self-assessment – mini retrieval quizzes</p> <p>Formal assessed end of unit assessment on 'How Do We Conquer Terrain?' to test their ability to use these skills in a range of different situations.</p>

Term 2	Natural Hazards including causes, effects and impact of volcanoes, earthquakes, tropical storms, tsunamis and extreme weather. Analysis of hazard future and management techniques. Students complete and hand in a Mode B homework on a Hazardous Event of their choice.	Regular peer and self assessment- review tickets Formative and Summative assessments building students analytical and explanation skills at mid and end points
Term 3	.Exploring the continent of Africa. Students will learn about the history of Africa and how it has shaped it's modern geography and links to us in the UK, looking at a range of concepts eg Hazards in Africa, Water as a resource in Africa. We will then focus on Nigeria and look at a range of human and physical concepts such as climate, economy, and development.	Regular peer and self-assessment and retrieval quizzes. Formal assessment and end of Y7 assessment (JTMAT)

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. The teacher will also strive to utilise opportunities for formative assessment in every lesson, for example using hinge questions to address any misconceptions students may have before we arrive at the summative assessment.

Extended Learning:

Learning key words will be set as part of homework, alongside revision of lesson content for mini retrieval quizzes. Students in HT3 will complete a Mode B Project on A Hazard of Their Choice, with a variety of choices of ways to present this, which will develop their research skills, as well as time management and planning. Students will be set forms quizzes and reading, both pre and post lesson to consolidate learning.

Connection to the JTFs 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. Deliberate practice of writing extended answers in all units to develop students ability to answer longer mark questions.
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.