



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 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 undertake a project enquiry learning about microclimates, focusing on the JTFS environment. 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?'. The project will include links to a variety of geographical issues, including map skills, presentation skills, primary data collection, data analysis and an ability understand key geographical concepts such as the urban heat island.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Map skills and UK place study; range of map skills 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 Map skills quiz Formal assessment on map skills to test their ability to use these skills in a range of different situations
	Term 2	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 3	Development of an enquiry project looking at microclimates. unit aims to improve participation skills and the vital skill of communicating effectively. The project will include links to a variety of geographical issues, including map skills, presentation skills, primary data collection, data analysis and an ability understand key geographical concepts such as the urban heat island.	Regular peer and self-assessment Map skills quiz Formal assessment on map skills to test their ability to use these skills in a range of different situations Development of a research project within small peer groups
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Assessment:

Students will be assessed at the end of each unit on their knowledge and understanding of that particular topic. There is 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 JTFS Approach

Whole School Theme	How does Geography 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.