Year 7 Geography Curriculum Rationale

The Geography KS3 curriculum is intended to be an exciting and challenging series of lessons which will allow students to explore the world around them and the processes which shape and direct it. The curriculum is designed to cover both Human and Physical aspects of Geography and directly ties into or feeds from the national curriculum. The intention is to inspire student's curiosity about how and why the world works in the way it does and to act as a solid grounding for the teaching of Geography at GCSE and A level. This means that students will have some precise background knowledge of certain topics by the end of Year 9, that they will have practised and applied Geography skills that the national curriculum deems as essential and students will have had the opportunity to improve their ability to break down questions and attempt exam questions which prepare them for future academic studies.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
Mapskills & Fieldwork (SKILLS focus)	Students cover basic map skills including the use of OS maps, Atlases, grid references, latitude & longitude, use of photos and some basic fieldwork techniques.	The opening lessons for Geography will look to introduce students to the topic of Geography and begin to practice some basic skills which will come up throughout their study of Geography. KS2 is often taught thematically. The skills covered vary between the feeder schools and some students place knowledge is limited so this first unit establishes some basic concepts and skills as the baseline for all students to springboard from.	Assessment 1 - Recap quiz from first 4-5 lessons. Short knowledge based quiz and assessment of basic skills including: • Map reading • Place knowledge • Grid references • Applying scale & relief. Use of photographic evidence	Link to national curriculum: • Locational knowledge – students cover basic knowledge of countries location through maps, photos and other related skills based lessons. • Geographical skills – use of OS maps, maps, atlases & fieldwork collection. Numeracy links – application of scale, use of ratios	Discussion, videos, reading and the involvement of all the HPL traits. But in particular: **Linking** between key concepts, skills and places will be a regular feature in Geography. Students should be able to apply skills covered in the Mapskills unit to Coasts, Climate change and the Globalisation lessons. There will be recall of places such as parts of the UK, continents, oceans and seas which come up again and again. Students should also spot how processed often tie	<u>In the news:</u> Encourage students to download the BBC news app and to regularly keep up to date with news about people, places and the environment. Discuss any topics that come up. <u>Watch:</u> Watch BBC series such as Blue Planet, Frozen planet II or Volcano Live or 'Race across the World' Watch films such as "Queen of Katwe", "Encanto", ""Boy who harnessed the Wind" or "The impossible" and discuss the places presented. Each week the Geography Team highlight

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Local fieldwork & Mapskills (SKILLS focus)	Students cover the idea of sampling techniques, data collection methodologies such as land-use mapping, questionnaires, bi-polars and environmental surveys and then look at simple statistical and descriptive ways of both analysing and presenting this data. Study of basic fieldwork at a local level introducing enquiry based skills, data collection, data analysis and presentation of results.	After learning some essential map skills students move onto looking at a common types of fieldwork and how to collect real life data about their world. Students will put their understanding of photos, maps and relief into action by applying this to collection of real world problems around their own local environment and attempt to present their findings.	Assessment 2 – Knowledge quiz on map skills and fieldwork based skills. Longer written answer questions testing students ability to explain data collection methods and analysis of sample fieldwork.	Link to national curriculum: • Application of skills in data collection and methodologies around how to collect geographical information. • Locational knowledge – students cover basic knowledge of their local area through their own fieldwork investigation. • Geographical skills – use of OS maps, graphs and simple statistical techniques like mean, mode and median. Numeracy links – application of scale, use of ratios • • Skills based – presentation of data including mapping, graphs and simply cartography.	together e.g. the links between the Weather & Climate unit and the Coastal processes OR how the globalisation and economy units also relate to the consequences discussed in the Climate change topic. Meta Thinking – how and why the world works in the way it does. Students will often be presented with some big picture questions to get them to develop their own curiosity to know the answers. Questions like where does all the sand on a beach come from, who made my clothes and why was it cheaper to make them thousands of miles away? What makes weather and why is Britain so wet are big	the programmes you can watch on the BBC, Channel 4 and ITV that connect with Geography – check out our 'GoogleBox posters' Online: To try some Kahoot quizzes or Gimkit quizzes to improve their knowledge about places of the world. Listen: Listen to Podcasts such as "How to invent a country" to give some background to the culture, history and formation of countries. Other useful podcasts like "Mapping the Future", "Will AI kill development" and "What planet are we on?" are all available on BBC Sounds. Read: Join a magazine subscription such as Wideworld or even

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Understanding our economy (Human focus)	Students are introduced to the concept of the economy and four employment types (Clark-Fisher model). Students explore how and why employment structure might vary by comparing the UK to other countries. The unit finishes by looking at the impact of trade.	Students move from looking at the physical environment to looking at one of the key building blocks for human society – the economy. The role of coastlines in developing and allowing the movement of people, goods and information acts as the springboard to move onto looking at what makes economies work and why they matter.	Assessment 3 – Knowledge quiz on Trade and economic geography. Students will also be tested on graphical analysis	Link to national curriculum: • Human Geography – the employment sectors how these have changed over time in the UK • Place knowledge – the unit contrasts the UK with Ghana in terms of it's economic trade & employment structure. • Location knowledge – students map some of the trading relations the UK has with other countries around the world. History – how and why our economies have changed over time. This will fit in with looking at how societies were organised in the middle ages and then looking at why they change over time (further ties to Yr8 History SOW)	open questions we will want our students to ask and then investigate as part of this year. Analysing – Students will need to analyse evidence from a wide range of sources in Geography. These can include interrogating graphical, numerical, cartographic information as well as photos, cartoons, tables and text with information and data about the world around. Students will need to think critically about the evidence they are given and work with precision in selecting the most useful information to address their chosen topic. The HPL skills of critical analysis and precision come up repeatedly in Geography.	National Geographic to learn about and appreciate the wider world. We have a great range of books that can extend and excite our students. For a full list speak with your teacher but some of the following titles are also available in the English reading room and tie in with some of topics in KS3 including:

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Globalisation (Human focus)	Students move from the UK to look at how the global economy operates and the idea of globalisation. The unit covers the factors which have led to increasing levels of interconnectedness, the role of supply chains and the movements of goods/services worldwide, the benefits & costs to globalisation and the role of fair trade. Examples of outsourcing will be studied through the example of India.	The fourth unit in Year 7 Geography looks at building on the learning in the 'our economy' topic by expanding to look at why our world has become more interconnected, the role that trade has played in globalisation but also how these ties have shaped our cultures and society. The unit finishes by looking a the ethical questions around our impacts socially and environmentally from living in a more globalised world.	Assessment 4 – Knowledge quiz on the patterns of trade, the factors which affect our economies and extended written questions examining the role of globalisation in shaping our cultures, economy and societies.	Link to national curriculum: • Human Geography – economic activity at a global scale, the role of natural resources and understanding of the connections between countries as part of supply chains. • Locational knowledge – mapping tasks to highlight links between countries. History – the impact of historical actions in shaping the current patterns of trade seen worldwide. This topic will touch upon learning in Year 8 with the theme of slavery, empire building and colonialism.		
Weather & Climate (Physical focus)	Students are introduced to the concept of weather and climate. Students will understand the basic factors behind the development of weather	The fifth and sixth unit work together to introduce students to the basic principles of weather and the factors that affect it.	Assessment 5 – FORMAL = END of YEAR exam. Short answer questions but also longer written questions to	Link to national curriculum: • Physical Geography – weather & climate, how these have changed over		

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	and the factors which control it. Lessons will cover the types of rainfall and their causes, extreme weather events including tornado & hurricane formation and then finish by examining the varied impacts, both positive and negative, that weather can have on humans.	This is a more physical unit and looks at the process and factors which explain the working of the planet's atmosphere. This unit will later tie into Year 8 with the Ecosystems unit and gives a foundation for the idea of climate zones and then also act as a starting point for the Year 9 unit on Hazards which looks at extreme events including flooding. There is a recall of understanding for how rain develops and the hydrological cycle. The final unit then moves onto the Climate Change and the mechanism behind the greenhouse effect. This section does allow students to apply understanding of Unit 3&4 and globalisation and the economy to explain what human	demonstrate knowledge but also ability to explain, evaluation and analyse. The paper covers ALL topics covered this year. Completed during the End of Term 5 and first week of Term 6.	geological timescales. The unit introduces the shifts in climate over the quaternary period. • Human & physical interactions – unit ends by looking at the changes human activity can have on natural processes referring specifically to the Greenhouse effect & future anthropogenic climate change. Other interactions include how climate has influenced human lifestyles.		

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		actions have then contributed to the enhanced Greenhouse effect.				
Climate change (Physical focus)	Students are introduced to the concept of climate change over the quaternary period, the evidence that the current anthropogenic climate change is occurring as well as the physical causes of past climate changes. The unit ends by examining the worldwide impacts of future climate change in ACs, EDCs & LIDCs and the possible solutions to our climate change problems at a global and local level.		Assessment 5 – FORMAL = END of YEAR exam. Short answer questions but also longer written questions to demonstrate knowledge but also ability to explain, evaluation and analyse. The paper covers ALL topics covered this year. Completed during the End of Term 5 and first week of Term 6.	Link to national curriculum: • Physical Geography – weather & climate, how these have changed over geological timescales. The unit introduces the shifts in climate over the quarternary period. Human & physical interactions – unit ends by looking at the changes human activity can have on natural processes referring specifically to the Greenhouse effect & future anthropogenic climate change. Other interactions include how climate has influenced human lifestyles.		