



Subject: GEOGRAPHY

Year Group	YEAR 7		
Subject intent	<p>The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives.</p> <p>Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum.</p> <p>Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography.</p> <p>Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Students are able to use these connections to excel in the wider world.</p>		
Subject Implementation	AUTUMN: OUR ISLAND HOME	SPRING: AWAKENING AFRICA	SUMMER: IMPOSSIBLE PLACES
Knowledge	<ul style="list-style-type: none"> ■ Introduction to Geography ■ Continents and Oceans ■ UK Geography: compass points, rivers, mountains and cities ■ OS Maps ■ Four-figure and six-figure grid references on OS Maps ■ Contour lines and relief on OS Maps ■ Site and settlement of London ■ Settlement Hierarchy in the UK ■ Settlement Structure in the UK 	<ul style="list-style-type: none"> ■ Physical Geography of Africa (inc. rivers, mountains and biomes) ■ Equatorial Rainforest Biome ■ Savannah Grasslands Biome ■ Introduction Kenya (inc. human and physical features) ■ Population of Kenya ■ Urbanisation of Kenya ■ Slum Settlements in Nairobi (Kibera) ■ Improving Slum Settlements ■ Tourism in Kenya (inc. opportunities and challenges) 	<ul style="list-style-type: none"> ■ Locations of 'Impossible Places' and Longitude and Latitude ■ Spotlight: Antarctica <ul style="list-style-type: none"> ■ Introduction to Antarctica (inc. climate) ■ Antarctic Exploration and Survival ■ Animal Adaptations to Polar Biomes ■ Protecting Polar Environments ■ Spotlight: Dubai <ul style="list-style-type: none"> ■ Location of Dubai ■ Hot Desert Biome (inc. animal and plant adaptations) ■ Challenges Facing Dubai ■ Dubai and Sustainability



Skills	<ul style="list-style-type: none"> ■ Four and six-figure grid references ■ Map reading ■ Direction ■ Map skills (OS Map symbols and contour lines) ■ Decision-making exercise. 	<ul style="list-style-type: none"> ■ Map reading ■ Atlas skills ■ Decision-making exercise ■ Climate graphs ■ Photographic inference 	<ul style="list-style-type: none"> ■ Map reading ■ Atlas skills ■ Bar charts ■ Climate graphs ■ Extended writing ■ Photographic inference ■ Extended writing ■ Fieldwork design ■ Data collection
Subject Impact	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments.
Assessment	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests.