

CURRICULUM OVERVIEW 2018-19



Geography

Year 7

Success for All through Achievement, Challenge & Enjoyment



Curriculum Overview 2018-19

Year group: 7 **BRITISH VALUES/ SMSC are inherent themes to be integrated throughout all geographical topics where appropriate**

Subject: Geography

Periods per week: 1

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term 1 / 2	<p><u>Embedding key skills</u></p> <p><u>Half term 1</u> Maps Skills:</p> <ul style="list-style-type: none"> • Longitude • Latitude • 4 and 6 figure grid references • Map contours • OS maps <p><u>Half term 2</u></p> <p>UK and England:</p> <ul style="list-style-type: none"> • Population • Relief • Settlements <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Baseline Assessment within the first two weeks • Tour of the UK assessment 	<p>Homework:</p> <ul style="list-style-type: none"> • Grid referencing – 4 and 6 • Importance of skills • Relevance of skills • Locational knowledge • National knowledge 	<ul style="list-style-type: none"> • Discuss learning at home • Talk geographically (use of specialist language) • Watching the news and weather • Active support with HW on google classroom
Spring Term 1 / 2	<p><u>Half term 1</u></p> <p><u>Ice on the land:</u></p> <ul style="list-style-type: none"> • Processes • Landforms • Climate change <p>Maps Skills:</p> <ul style="list-style-type: none"> • Longitude • Latitude • 4 and 6 figure grid references • Map contours • OS maps • Identifying glacial features on OS maps looking at how the processes have shaped the land <p>UK and England:</p> <ul style="list-style-type: none"> • Population settlement • Relief • Impacts of climate change <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Ice on land UK assessment 	<p>Describe/ explain/ annotating and locating key glacial features in given landscapes.</p> <p>Structured written work with differentiation opportunities provided.</p>	<ul style="list-style-type: none"> • Discuss learning at home • Talk geographically (use of specialist language) • Watching the news and weather • Active support with HW on google classroom

	<p><u>Half term 2</u></p> <p><u>Settlements:</u></p> <ul style="list-style-type: none"> • Land use models • Impacts of growth and decline on settlement character and function • Influence of physical landforms in settlement design- push/ pull • What is the sense of geography of your local area? Big A level new theme- lining sociology into geog- looking at culture/ sense of belonging. Deeper than functions and features of settlements. SPY to lead on. <p>UK and England:</p> <ul style="list-style-type: none"> • Settlement patterns/ change over time <p>Maps Skills:</p> <ul style="list-style-type: none"> • Longitude • Latitude • 4 and 6 figure grid references • Map contours • OS maps • Identifying settlement features on OS maps looking at how the locations have changed over time <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Settlement assessment 	<p>Describe/ explain/ annotating and locating key settlement features in given locations.</p> <p>Structured written work with differentiation opportunities provided.</p>	<ul style="list-style-type: none"> • Discuss learning at home • Talk geographically (use of specialist language) • Watching the news and weather • Active support with HW on google classroom
<p>Summer Term 1 / 2</p>	<p><u>Half term 1</u></p> <p><u>Globalisation</u></p> <ul style="list-style-type: none"> • Causes, Processes and impacts of globalisation • Impacts of growth and decline of globalisation: winners and losers • Geopolitics involved in closed/ open door globalisation <p>Maps Skills:</p> <ul style="list-style-type: none"> • Longitude • Latitude • 4 and 6 figure grid references • Map contours • OS maps • Identifying global hub shift in the world and how the globalisation has led to +/- impacts SEE <p>UK and England:</p>	<p>Describe/ explain/ annotating and locating key globalisation organisations- nationally and internationally. Link to previous learning on development indicators.</p> <p>Structured written work with differentiation opportunities provided.</p>	<ul style="list-style-type: none"> • Discuss learning at home • Talk geographically (use of specialist language) • Watching the news and weather • Active support with HW on google classroom

	<ul style="list-style-type: none"> • Growth of globalisation from 1700s • Impacts of globalisation on culture/ SEE/ employment structures today • <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Globalisation assessment <p><u>Half term 2</u></p> <p><u>Flexi-zone</u></p> <ul style="list-style-type: none"> • End of year 7 assessment • DME: Olympics/ World cup • Critical thinking • Potential trip...TBC <p>Maps Skills:</p> <ul style="list-style-type: none"> • Longitude • Latitude • 4 and 6 figure grid references • Map contours • OS maps • Identifying human and physical features on OS maps looking at humans have used and integrated with the natural landscape <p>UK and England:</p> <ul style="list-style-type: none"> • Review and embed learning from all y7 topics delivered throughout the year. <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • End of year assessment 	<p>Consolidation of K/U and key geographical skills from the year.</p> <p>Encourage metacognition/ independence in organising and prioritising revision techniques for personalised learning.</p> <p>Structured written work with differentiation opportunities provided.</p>	<ul style="list-style-type: none"> • Discuss learning at home • Talk geographically (use of specialist language) • Watching the news and weather • Active support with HW on google classroom
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