

Curriculum Overview

Subject: Geography






Year Group: 7



Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way, pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Geographical skills Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom. Start to interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale. Pupils will be working on key map skills, introducing pupils to the key skills a geographer needs in the 21 st century, including map skills, interpreting data and enquiry skills. Pupils will investigate the physical and human landscapes, starting from a global and working down to a national and then local scale.	KNOWLEDGE/SKILLS Place Knowledge Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. Pupils will take a journey through Africa, understanding its different ecosystems, the different cultures, how plants and animals adapt to living in the physical landscape. Pupils will also work on their map skills during this topic. Pupils will be able to describe the situation of the British Isles and distinguish between British Isles, Great Britain and the United Kingdom as well as determining key physical and human features of the British Isles.	KNOWLEDGE/SKILLS Locational knowledge Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the UK and continent of Africa. Pupils will be looking at population and the development of settlements, how they change over time and the living conditions in other countries. Pupils will learn about the role of water on the planet – focusing on rivers and the issues that can arise from using them as a resource.
KEY ASSESSMENTS Half term 1: Map Skills (Mid/EOTT) Half term 2: My local area (Mid/EOTT)	KEY ASSESSMENTS Half term 1: Journey Through Africa (Mid/EOTT) Half term 2: The United Kingdom (Mid/EOTT)	KEY ASSESSMENTS Half term 1: People all around me (Mid/EOTT) Half term 2: Water on the land (Mid/EOTT)
Extended reading suggestions and external resources: BBC Bitesize http://www.bbc.co.uk/education/subjects/zrw76sq Geography all the Way http://www.geographyalltheway.com/ks3_geography.htm Learn on the Internet http://geography.learnontheinternet.co.uk/ks3/index.html 3D Geography http://www.3dgeography.co.uk/		

Geography Year 7 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Knowledge	<p>I can: Describe the physical features of my local area. Try to explain why some things are located where they are.</p>	<p>I can: Describe physical and human features of places - describe a range of places in the UK and the world. Use an example to show this.</p>	<p>I know: About the geography of the UK and wider world. How to describe physical and human characteristics of places within their wider locations and contexts. A detailed example to show this.</p>	<p>I know about and understand: - The geography of the UK and the wider world. How to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales. Contrasting examples to show this.</p>
Understanding	<p>I can: Suggest some reasons for the way things are Describe changes in both physical and human environments. Suggest how people can improve the environment. Suggest how people have different views about environmental issues.</p>	<p>I can: Show that human and physical processes can change places and explain how these changes can affect the people living there Describe simple geographical patterns. Understand how people can improve and damage the environment Explain my own views about environmental change and understand that others may hold different views.</p>	<p>I can: Describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. Describe and begin to explain geographical patterns. Understand some ways that human activities cause environments to change. Recognise the range of views people have about environmental interaction and change.</p>	<p>I can: Describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places. Understand how physical and human processes lead to change in places. Identify geographical patterns at a range of scales. Recognise how conflicting demands on the environment may arise. Describe and compare approaches to managing environments. Appreciate that different values and attitudes can result in different approaches to environmental interaction and change.</p>
Geographical Enquiry and Skills	<p>I have: Asked geographical questions and investigated the answers using maps, images and/or graphs. Used geographical words.</p>	<p>I have: Asked geographical questions and investigated the answers using a range of skills including maps, graphs, GIS and/or images. Recognised different points of view. Used primary and secondary evidence. Used geographical words.</p>	<p>I have: Started to suggest relevant geographical questions. Selected information and sources of evidence, being aware of bias and recognising different points of view. Presented my conclusion in a sensible way, in writing and graphical form using maps, GIS and/or images.</p>	<p>I have: Asked relevant geographical questions. Suggested an appropriate sequence of investigation. Selected information and sources of evidence identified potential bias and analysing different points of view. Presented my findings clearly using maps, GIS, graphs and/or images. Based my conclusions on evidence</p>