

Curriculum Overview – Year 7 Geography

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Map skills</p>	<ul style="list-style-type: none"> • To be able to name and locate major countries and continents • To confidently use compass directions • To be able to describe globalisation with the use of examples • To be able to confidently uses 4 figure and 6 figure grid references • To be able to name, use and locate the main OS map symbols • To understand the difference between scale and distance • To understand the key uses of globes and maps <p>Key terms: -Globalisation -Country -Continent -Compass -Grid reference -Symbol</p>	<ul style="list-style-type: none"> • Practise OS map skills: locating symbols through the use of 4 and 6 figure grid references • Spatial awareness of world maps by locating countries, continents and oceans • Measuring distances on maps and using scale to calculate real life distances 	<ul style="list-style-type: none"> • Skills based 6 figure grid reference homework • End of topic assessment 	<ul style="list-style-type: none"> • Learning key terms • Skills tasks • Research tasks 	<p>Awareness and gratitude: Of the world as a whole, good spatial awareness of our Globe will help contextualise current events</p> <p>United in harmony: Awareness of globalisation and how it unites the world</p> <ul style="list-style-type: none"> ○ Care for creation ○ Solidarity ○ Personal ○ Cultural ○ Art ○ English ○ Maths ○ Cartographer ○ Data analyst ○ Statistician 	<p>KS4 links</p> <p>Introduction to geography as a subject</p> <p>Links to paper 3 which involves map skills</p> <p>Ability to describe and interpret data from maps is spread throughout the GCSE</p> <p>KS5 links</p> <p>AO3 skills questions</p>

	-Ordinance survey -Globe -Map -Scale -Difference					
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Autumn Term 2

Rivers	<ul style="list-style-type: none"> • To be able to describe the water cycle • To describe how infiltration is affected by different surfaces • To be able to describe a river using key terminology • To be able to describe the upper course and explain the formation of waterfalls • To be able to describe the middle course of a river and explain the formations of meanders and oxbow lakes • To be able to describe the lower course and flood plains • To explain the causes of flooding • To explain the causes, effects and responses to flooding using cases studies from a LIC and a HIC • To be able to explain various flood management techniques 	<ul style="list-style-type: none"> • To interpret diagrams of drainage basin and the water cycle • Explaining processes with the use of diagrams • Using evaluation in writing • Persuasive writing while arguing for/against flood management techniques • Developing literacy skills using explanation and key terminology. 	<ul style="list-style-type: none"> • Group task – responses to flooding • End of topic assessment 	<ul style="list-style-type: none"> • Learning key terms • Research tasks into previous major floods • Extended writing in the form of a diary entry 	<p>Appreciation and awareness: Of rivers – a very common sight in the UK but one students may not have thought about before. How a waterfall is formed, for example</p> <p>Empathy and compassion: For those affected by flood events, particularly in developing countries</p> <ul style="list-style-type: none"> ○ Care for creation ○ Dignity of God’s people ○ Community and participation ○ Personal ○ Social ○ Moral ○ Science – physics ○ Art ○ English ○ Maths 	<p>KS4 links</p> <p>Foundation to rivers GCSE topic</p> <p>Fluvial processes relate to coasts GCSE topic</p> <p>KS5 links</p> <p>Links to water and the carbon cycle topic</p>
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	<p>Key terms:</p> <ul style="list-style-type: none"> -River -Infiltration -Evaporation -Precipitation -Confluence -Tributary -Channel -Waterfall -Erosion -Deposition -Meander -Oxbow Lake -Floodplain 				<ul style="list-style-type: none"> ○ Environment Agency worker ○ Environment department of council ○ Researcher ○ Town planner ○ Construction work ○ Designer of flood management techniques 	
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Spring Term 1

<p>Settlements and Urban Challenges</p>	<ul style="list-style-type: none"> • To be able to name the types of settlements, describe the difference between them and explain why settlements grow and how they change • To be able to describe an urban land use module • To be able to explain what regeneration is with the use of two case studies – Olympic Park in Stratford and Eko Atlantic in Lagos • To be able to describe urban challenges in 	<ul style="list-style-type: none"> • Analysing images • Interpretation of graphs and data • Evaluation of regeneration projects – their pros and cons and whether they were beneficial overall • Independent research • Evaluative writing tasks • Group debate 	<ul style="list-style-type: none"> • Group debate • End of topic assessment 	<ul style="list-style-type: none"> • Learning key terms • Research tasks • Skills homework – describing the data in graphs 	<p>Listening and attentive: Considering how seemingly positive projects (such as the regeneration projects) can have both positive and negative effects</p> <p>Discerning and joyful: Assessing a case study that is very geographically close to them, Stratford.</p>	<p>KS4 links</p> <p>Creates a foundation for two modules – urban challenges in the UK and Nigeria</p> <p>Both London, Lagos and Nigeria as a whole are major case studies in the GCSE</p>
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	<p>London and Lagos and compare the two cities</p> <ul style="list-style-type: none"> To be able to describe what informal settlements are with the use of a case study – Makoko in Lagos <p>Key terms:</p> <ul style="list-style-type: none"> -Hamlet -Village -Town -City -Megacity -Central business district -Inner city -Suburbs -Regeneration -Informal settlement 				<p>Dignity of the human person When considering those who live in informal settlements</p> <ul style="list-style-type: none"> Community and participation Care for creation Peace and reconciliation Solidarity Personal Social Cultural History Maths English Town planner Developer Charity worker Investor 	<p>Urban growth and challenges also appear on Paper 2</p> <p>KS5 links</p> <p>Links Changing Places module of Paper 2</p>
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Spring Term 2

<p>Cold Deserts</p>	<ul style="list-style-type: none"> To be able to describe the location of cold deserts using maps To be able to describe the climate of cold deserts To relate this knowledge to a case study – Siberia in Russia To describe the flora and fauna in this location To be able to describe the lifestyle and challenges of the Nenets people in Russia 	<ul style="list-style-type: none"> To be able to interpret climate graphs and to be able to construct one through using data Use of maps to describe cold desert distribution Using data to construct maps of cold deserts 	<ul style="list-style-type: none"> Individual writing piece End of topic assessment 	<ul style="list-style-type: none"> Learning key terms Research tasks into different cold deserts Drawing of climate change related diagrams 	<p>Discerning and Joyful: Reflection on the beauty of the diversity of world and its ecosystems</p> <p>Faith-filled and hopeful: Thinking of ways to combat the issues caused by man's pursuit of resources in a positive way</p>	<p>KS4 links</p> <p>Creates a foundation for climate change module</p> <p>Links to the hot deserts module</p> <p>Study into plants and animals is a common theme in modules such as ecosystems</p>
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	<ul style="list-style-type: none"> • To describe the issue of oil extraction in Russia • To be able to describe and explain what climate change is and how it is caused and to link it to cold deserts • To describe how climate change can be reduced and managed <p>Key terms: -Cold desert -Precipitation -Temperature -Tundra -Taiga -Distribution -Climate change -Carbon dioxide</p>	<ul style="list-style-type: none"> • Evaluative writing – benefits and disadvantages of oil extraction 			<p>Leading others in pursuit of justice: Learning about how to combat climate change from home and at a global level</p> <ul style="list-style-type: none"> ○ Peace and reconciliation ○ Care for creation ○ Solidarity ○ Dignity of God’s people ○ Personal ○ Social ○ Moral ○ Cultural ○ Science – biology ○ English ○ Maths ○ Biologist ○ Environmentalist ○ Environmental law ○ Researcher ○ Work for IPCC or other global organisations 	<p>KS5 links</p> <p>Global systems and global governance uses climate change as an example of a global problem that requires international cooperation</p> <p>Links to water and carbon cycle</p>
Summer Term 1						
<p>Kenya</p>	<ul style="list-style-type: none"> • To gain a general understanding of the culture of Kenya • To be able to use maps to describe Kenya’s biomes and major settlements and landmarks 	<ul style="list-style-type: none"> • Analysing images, data and graphs on Kenya • Map skills to gain spatial awareness of Kenya 	<ul style="list-style-type: none"> • End of topic assessment • Tourism leaflet project 	<ul style="list-style-type: none"> • Learning key terms • Research tasks on Kenya 	<p>Appreciation and awareness: Of the beautiful landscapes and landforms found in Kenya</p>	<p>KS4 links</p> <p>Relates to ecosystems modules when looking at biomes and climate</p>

	<ul style="list-style-type: none"> • To describe why tourism is important to Kenya and to explain the positive and negative aspects • To be able to describe the life and challenges of rural and urban areas in Kenya with the use of case studies <p>Key terms:</p> <ul style="list-style-type: none"> -Biome -Climate -Tourism -Rural -Urban -Challenge -Indigenous people -Africa 	<ul style="list-style-type: none"> • Use of Atlases to extract data on Kenya to use in maps • Description of graphs • Evaluative tasks on the impact of tourism 			<p>Compassion and Grateful: For those living in the more deprived parts of the country.</p> <p>Listening and attentive- Comparing the opportunities and challenges of a new country with the UK</p> <ul style="list-style-type: none"> ○ Community and participation ○ Care for creation ○ Solidarity ○ Dignity of God's people ○ Social ○ Personal ○ Moral ○ Cultural ○ History ○ Science - biology ○ English ○ Maths ○ Tourism worker ○ Construction planner ○ Foreign relations officer ○ Charity worker 	<p>Also links to urban challenges modules by discussing rural and urban settlements</p> <p>Links to a case study on tourism in Tunisia</p> <p>KSS links</p> <p>Links to HIC and LIC relationships laid out in Global Systems and Governance</p>
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<p>Access to Water</p>	<ul style="list-style-type: none"> • To understand the spatial distribution of water scarcity with the use of maps • To understand the importance of water • To describe how water is linked to the development of countries • To describe water ownership and its issues • To understand the positives and negatives of the Ilisu Dam case study • To relate knowledge to the River Jordan case study • To explain the issues of water access with the use of the West Bank and Palestine conflict <p>Key terms:</p> <ul style="list-style-type: none"> -Water -Dam -Distribution -Xerophyte -Conflict -Access -Ownership -Drought -Scarcity 	<ul style="list-style-type: none"> • To analyse data from maps • To use maps to describe location and distribution • Group work aimed at working out solutions to water conflicts and shortages • Decision making to defuse conflict, • Argumentative skills through the use of debate 	<ul style="list-style-type: none"> • End of topic assessment • Decision-making task 	<ul style="list-style-type: none"> • Learning key terms • Research tasks • Evaluative tasks 	<p>United in Harmony- As consumers of this essential resources, what can we do to help the issue of access to water together</p> <p>Appreciation and awareness: Of the importance of water and the need to manage it in a responsible way</p> <ul style="list-style-type: none"> ○ Dignity of work ○ Community and participation ○ Solidarity ○ Social ○ Moral ○ History ○ English ○ Maths ○ Environmentalist ○ Foreign relations ○ Construction planner ○ Journalist ○ Researcher 	<p>KS4 links</p> <p>Links to the hot deserts module, particularly the case study on Las Vegas</p> <p>Also links to the resources in the UK module which discusses water shortages and water transfer schemes</p> <p>KS5 links</p> <p>Links to the water and carbon cycle</p>
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