

# YEAR 7 CURRICULUM PLAN FOR GEOGRAPHY



TOPIC	KEY LEARNING	ASSESSMENT
<p>What is my place in the world?</p> <p><i>GEOGRAPHICAL SKILLS</i></p>	<ul style="list-style-type: none"> <li>• An introduction into physical and human geography.</li> <li>• Key locational knowledge; oceans, continents, physical features, countries and capital cities.</li> <li>• Understand how to locate places using lines of latitude and longitude.</li> </ul>	<p>Knowledge checks 1-30 locational knowledge test on UK, Europe and world maps.</p>
<p>What is my place in the world?</p> <p><i>GEOGRAPHICAL SKILLS</i></p>	<ul style="list-style-type: none"> <li>• Know how to read and interpret Ordnance Survey Maps using grid references, scale and directions.</li> <li>• Know how to describe location using maps of varying scales.</li> <li>• Learn how to conduct a geographical enquiry on the local environment (<b>FIELDWORK</b>).</li> </ul>	<p>Knowledge checks, OS map skills test on Durham.</p>
<p>How do rivers change as they move downstream?</p> <p><i>PHYSICAL GEOGRAPHY</i></p>	<ul style="list-style-type: none"> <li>• Know how water is cycled in a system (hydrological cycle) and the key features of a drainage basin.</li> <li>• Be able to describe the river processes: erosion, transportation and deposition.</li> <li>• Be able to identify a range of river landforms in the upper, middle and lower course of a river.</li> <li>• Be able to describe the physical and human causes of flooding and interpret hydrographs.</li> <li>• To describe the causes, effects and responses to flooding using a case study.</li> <li>• To know how hard and soft engineering can reduce the risk of flooding.</li> </ul>	<p>Knowledge checks key terms and processes.</p>
<p>Is the UK's weather becoming more extreme?</p> <p><i>PHYSICAL GEOGRAPHY</i></p>	<ul style="list-style-type: none"> <li>• To be able to describe the difference between weather and climate and know how we measure the weather.</li> <li>• To be able to describe the UK's climate and explain why the UK's weather is so changeable.</li> <li>• To know the three different types of rainfall.</li> <li>• To draw and interpret climate graphs.</li> <li>• To explore the concept of extreme weather and study an example (hurricanes).</li> </ul>	<p>Interim knowledge checks and end of topic test.</p>
<p>How are humans threatening the environment?</p> <p><i>PHYSICAL &amp; HUMAN GEOGRAPHY</i></p>	<ul style="list-style-type: none"> <li>• To be able to describe the natural and human causes of climate change and the impacts on the environment.</li> <li>• To know what can be done to reduce the impacts of climate change.</li> <li>• To be able to describe the processes and identify the landforms of glaciation.</li> <li>• To be able to describe the impacts of tourism in a glaciated landscape and understand why it is important to protect and conserve these areas.</li> </ul>	<p>Extended written task environmental threats (9+3)</p>
<p>Should we stop the growth of cities?</p> <p><i>HUMAN GEOGRAPHY</i></p>	<ul style="list-style-type: none"> <li>• To know what is meant by the term 'megacity' and describe where they are found around the world.</li> <li>• To be able to describe land use using urban models.</li> <li>• To be able to describe the problems associated with urban sprawl in HICs and LICs.</li> <li>• To know how urban areas can be made more sustainable.</li> </ul>	<p>Knowledge check on key terms and processes.</p>