



Year 7 Geography

Subject Leader: Mrs Karon Quested

“Geography explains the past, illuminates the present prepares us for the future. What could be more important than that?”
Michael Palin 2007

The Geography department aims to inspire young people to consider their own place in the world, their values, links and responsibilities to other people and the environment. Through our well balanced and ambitious curriculum we provide opportunities to investigate global issues; important events, and the importance of a sustainable future.

Through our high expectations and aspirations for all of our students, we aim to develop the knowledge; understanding and geographical skills of all pupils. We promote creative learning, discussion and questioning within our themed based curriculum, encouraging students to ask relevant questions and make informed decisions about real life issues on a variety of scales.

Topics to be covered in Year 7

	Term 1		Term 2		Term 3	
Topics to be covered	OUR WORLD Atlases oceans/ continents Ordnance Survey Maps Our local area UNITED KINGDOM Physical features Human features	LOCAL INVESTIGATION PROJECT Location Mapping Students to investigate their local area – through field work	EXPLORING EUROPE AND RUSSIA Location - Map skills Human features Physical features Population Climate and Biomes Arctic Opportunities and Challenges	WATER WORLD Watercycle Rivers Physical features waterfalls coasts Importance of Oceans Coral reefs Infiltration fieldwork	INVESTIGATING AFRICA Links with the UK Location Physical features Plate tectonics Volcanoes Human features/ populations Diversity Opportunities and Challenges	ENDANGERED WORLD Impacts Fossil fuels renewable energy Sustainability Plastics in Our Oceans
Key vocabulary (High order in Bold)	Compass, Latitude, Longitude, 6 figure grid references, Ordnance survey , Topography , Relief, Choropleth , Contour lines, Europe, Climate, Triangulation pillar , Greenwich meridian , tropic of Capricorn/Cancer. Equator, Cardinal Points . Geology , Political, Relief	Investigation, Environmental survey, litter, bi polar analysis , Evaluation, footpath erosion, hypothesis , mitigation , risk assessment, questionnaire	Location - Map skills Human features Physical features Culture permafrost , Tundra Steppes , forests deforestation, fossil fuels, Hydro-electric power, Coniferous forest , Polar Newly Emerging Economy , High Income Country , Low Income Country	Infiltration , drainage basin , channel, tributary , watershed , surface runoff , hydrology , evaporation, condensation, precipitation, transpiration , thermohaline currents , coral reefs, evapo-transpiration	Tourism, Diversity, Equator, Rift Valley , volcano, tectonics, Misconceptions, population, crust, mitigation , Igneous Metamorphic Sedimentary Seismic waves Epicentre Focus	Fossil fuels, renewable energy , geothermal energy , Tundra, Habitat, Biodiversity , Environment, Economic, Tourism, Natural, conservation, durability, marine, irreversible, microplastics, hazard, devastation, carbon footprint , incineration, environment,
Skills to be developed	Locating places. Latitude and Longitude compass points OS Symbols Grid references measuring distance Interpreting relief maps	Fieldwork techniques and observational skills to study the environment in a local woodland and the impact humans have had on the area with links to Key human and physical characteristics of the surrounding environment.	Interpreting maps and graphs Looking at changes over time Decision making Evaluating evidence, analysis of text. Investigate a country projects with a focus upon countries within Europe and Russia)	To investigate physical hydrological processes and experiments. Extended writing for an audience, Interpreting photographs, maps and sources, evaluating evidence	Appreciating diversity, interpreting photographs, evaluating information. Describing physical processes and applying knowledge to natural events. Persuasive writing.	Interpreting photos Relating photographs to geographical ideas and maps Decision making Persuasive writing

	Term 1	Term 2	Term 3
Opportunities for revisiting previous learning	Regular low stakes recall quizzes to activate prior learning. Please see colour coding of themes running through the curriculum		
When will formal assessment of progress take place?	KS2 skills Baseline assessment Week 1	Home work and classwork set in every topic to assess each AO to make up final flightpath grade AO1 - knowledge AO2-Understanding AO3-Application/Justification/evaluation AO4 – Skills Mid term assessment week 20	End of year Assessment on all topics

Year 7 Useful Resources

Website Links:

www.bbc.co.uk

www.nationalgeographic.com/

www.gcsepod.com/

www.bbc.co.uk/programmes/p04tjbtx

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](http://www.senecalearning.com)

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform <https://www.go4schools.com/>

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information:

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