

Curriculum Overview for Geography – Year 7				
When?	What?	Why?	How?	Support
Autumn Half Term - 1 and 2	Geographical Skills <ul style="list-style-type: none"> • Continents, longitude and latitude. • World physical features, rivers, mountains and seas. • Map Skills. • Place knowledge (UK, Africa, Asia, Antarctica) 	<p>For students to be able to read, interpret and draw maps effectively.</p> <p>To allow students to understand their place in the world and gain place understanding.</p> <p><i>This is taught now to ensure that students learn the fundamentals of Geography at TSAS.</i></p>	<p>Individual work.</p> <p>Group work.</p> <p>Animations.</p> <p>Creative work.</p>	<p>Geog. 1 textbook</p> <p>http://mapzone.ordnancesurvey.co.uk/mapzone/</p> <p>https://classroom.thenational.academy/units/map-skills-78f1</p>
Spring Half Term - 1	Development <ul style="list-style-type: none"> • What is development? • Mapping and measuring development. • Why are some countries so poor? • Low-income Developing Countries and Advanced Countries. • What are the Sustainable Development Goals? 	<p>Students are introduced to a range of countries to see how and why quality of life differs.</p> <p>Opportunities for data research and analysis and independent research projects.</p> <p><i>This is taught now so students gain a deeper understanding of how the world varies, and is important in exploring other topics.</i></p>	<p>Individual work.</p> <p>Group work.</p> <p>Fieldwork.</p> <p>ICT-based research.</p>	<p>Geog. 3 textbook</p> <p>World Watch Textbook</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/geography/development/contrasts_development_rev1.shtml</p> <p>http://www.sln.org.uk/geography/schools/blythebridge/GCSEDevelopmentC&M.htm</p> <p>http://www.geographypods.com/development.html</p> <p>https://teachers.thenational.academy/units/development-c36b</p>

<p>Spring Half Term - 2</p>	<p>River Landscapes</p> <ul style="list-style-type: none"> • The hydrological and drainage basin cycles. • Key features of a river. • River processes. • Upper, middle and lower course features of rivers • Causes of flooding. • Flood hydrographs. • Effects and management of flooding. 	<p>To learn about the different processes that occur along a river and how they can be managed.</p> <p>To gain an understanding of the physical features that are within a student's place.</p> <p><i>This is taught now as this is a physical feature that students are likely to be familiar with, so provides a familiar context for learning physical processes and management.</i></p>	<p>Individual work.</p> <p>Group work.</p> <p>Fieldwork.</p> <p>ICT-based research.</p>	<p>http://www.bbc.co.uk/education/guides/zkrdmp3/revision</p> <p>https://teachers.thenational.academy/units/rivers-6ba1</p>
<p>Summer Half Term - 1</p>	<p>Changing Places</p> <ul style="list-style-type: none"> • Choosing a site for a settlement. • Urbanisation in the UK. • Why is urbanisation happening in low-income developing countries? • Impacts of urbanisation in low-income developing countries. • Managing urban growth in low-income developing countries. • Land use in ACs • Norwich - A changing city. • Where should the new houses be built? 	<p>To understand why urbanisation occurs and how cities develop.</p> <p>To gain an insight into the issues that people face with where people live both locally and globally, and how these can be managed sustainably.</p> <p><i>This is taught now as this is a human feature that students are likely to be familiar with, and provides a familiar context for learning human processes at a variety of scales. It also builds on development from earlier in the year.</i></p>	<p>Individual work.</p> <p>Group work.</p> <p>Fieldwork.</p> <p>ICT-based research.</p>	<p>Geog. 1 textbook</p> <p>https://teachers.thenational.academy/units/issues-of-urbanisation-808e</p>
<p>Summer Half Term - 2</p>	<p>Weather and Climate</p> <ul style="list-style-type: none"> • How and why does climate vary around the world? • How do you draw a climate graph? • What is high and low pressure? • What different types of rain are there? • How do you measure the weather? • What is a micro-climate? • Does Thorpe St Andrew have microclimates? 	<p>To learn how to measure the weather, and explain how and why weather varies.</p> <p>To undertake a fieldwork enquiry.</p> <p><i>This is taught now because this provides the theories associated with climatic processes. This knowledge is a prerequisite to future units, such as Year 8 Ecosystems and Year 9 Hazards.</i></p>	<p>Individual work.</p> <p>Group work.</p> <p>Fieldwork.</p> <p>ICT-based research.</p>	<p>Geog. 2 textbook</p> <p>National Geographic Kids (website)</p>