



**Subject:**

**Year 7 Curriculum Overview**

**2018-2019**

<p><b>Half Term 1</b> <b>What is a geographer?</b></p>	<p><b>Subject Content / Knowledge</b></p>	<p>What is a Geographer?</p> <ul style="list-style-type: none"> <li>• What is a Geographer?</li> <li>• How has our knowledge of the world progressed over time?</li> <li>• What locational knowledge do you have of the world?</li> <li>• How can we locate places around the world?</li> <li>• Why do we use OS maps to investigate places?</li> <li>• How do we locate features on OS maps?</li> <li>• How do OS maps show height, direction and slopes?</li> <li>• How can we use aerial photos with OS maps?</li> <li>• How do you investigate locality by conducting fieldwork?</li> </ul>
	<p><b>Skills</b></p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales            AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes            AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.            AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
	<p><b>Assessment</b></p>	<p>Mid-term assessment plus assessment of at least one piece of extended writing</p>
<p><b>Half Term 2</b> <b>Rivers</b></p>	<p><b>Subject Content / Knowledge</b></p>	<p>Why are rivers important?</p> <ul style="list-style-type: none"> <li>• Why are rivers important?</li> <li>• How does water flow into rivers?</li> <li>• What work do rivers do?</li> <li>• How do rivers change from the source to the mouth?</li> <li>• How do rivers shape land?</li> <li>• How do I conduct a river fieldwork enquiry?</li> <li>• How are rivers important to people?</li> </ul>

		<ul style="list-style-type: none"> <li>• How do river floods create problems?</li> <li>• How can flooding be managed?</li> </ul>
	<b>Skills</b>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
	<b>Assessment</b>	End of term assessment plus assessment of at least one piece of extended writing
<b><u>Half Term 3</u> India</b>	<b>Subject Content / Knowledge</b>	<p>How is India being transformed?</p> <ul style="list-style-type: none"> <li>• Where is India and what is it like?</li> <li>• What is the climate of India like and how does this affect how people live?</li> <li>• Why is the life expectancy increasing in India?</li> <li>• What are the problems with the slums in India?</li> <li>• How can the slums be managed sustainability in India?</li> <li>• Why could India become the most powerful country in the world?</li> <li>• Completion of final assessment – that links into the issues and challenges facing people in living in the Slums of India.</li> </ul>
	<b>Skills</b>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
	<b>Assessment</b>	Mid-term assessment plus assessment of at least one piece of extended writing
<b><u>Half Term 4</u> Natural Hazards</b>	<b>Subject Content / Knowledge</b>	<p>Can we ever know enough about earthquakes and volcanoes to live safely?</p> <ul style="list-style-type: none"> <li>• Can we ever know enough about earthquakes and volcanoes to live safely?</li> <li>• Do continents fit together like jigsaw pieces?</li> <li>• Where are the world's earthquakes, volcanoes and mountain belts?</li> <li>• What is happening beneath our feet?</li> <li>• What happens at plate boundaries?</li> <li>• What do we know about earthquakes?</li> </ul>

		<ul style="list-style-type: none"> <li>• Can people manage risk living in earthquake zones?</li> <li>• What do we know about volcanoes?</li> <li>• Can people manage the risk living near volcanoes?</li> </ul>
	<b>Skills</b>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
	<b>Assessment</b>	End of term assessment plus assessment of at least one piece of extended writing
<b>Half Term 5 Natural Resources</b>	<b>Subject Content / Knowledge</b>	<p>Is Earth running out of natural resources?</p> <ul style="list-style-type: none"> <li>• How do we use our planet as a natural resource?</li> <li>• What are rocks and how are they a natural resource? Part 1.</li> <li>• What are rocks and how are they a natural resource? Part 2.</li> <li>• Why are soils the root of life?</li> <li>• How does the biosphere provide natural resources?</li> <li>• How does the hydrosphere provide natural resources?</li> <li>• Why is the world so dependent on oil resources?</li> <li>• What natural resources can be used to generate electricity?</li> <li>• How can we use natural resources sustainably?</li> </ul>
	<b>Skills</b>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
	<b>Assessment</b>	Mid-term assessment plus assessment of at least one piece of extended writing
<b>Half Term 6 Environmental Issues</b>	<b>Subject Content / Knowledge</b>	<ul style="list-style-type: none"> <li>• What is climate change?</li> <li>• Who lives in the rainforest?</li> <li>• How can we save the rainforest?</li> <li>• What is a wildfire?</li> <li>• Why is deforestation so bad?</li> </ul>

	<ul style="list-style-type: none"> <li>• What is the great pacific garbage patch?</li> <li>• How is climate change effecting The Great Barrier Reef?</li> <li>• What is overpopulation and urbanisation?</li> <li>• Assessment.</li> </ul>
<b>Skills</b>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
<b>Assessment</b>	End of year assessment plus assessment of at least one piece of extended writing