



Subject: Geography

Lead Teacher: Mr J Pimm

Year: 7

## Curriculum organisation

Students are taught in mixed groups of **30** for **three** hours per fortnight. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	<ul style="list-style-type: none"> <li>Map Skills</li> <li>Restless Earth: Plate tectonics, earthquakes and volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>How do maps provide us with information about places?</li> <li>Where do earthquakes and volcanoes occur and why?</li> <li>How and why does the impact of a tectonic event vary between different countries?</li> </ul>	<ul style="list-style-type: none"> <li>Grid references</li> <li>Contour lines</li> <li>Latitude and longitude</li> <li>Continental drift and processes at plate boundaries</li> <li>Tsunami</li> <li>Prediction, planning and protection</li> <li>Nepal and Christchurch earthquakes, and the Boxing Day tsunami</li> </ul>	<ul style="list-style-type: none"> <li>Core map skills</li> <li>Analytical skills comparing countries</li> <li>Using case studies to support our understanding</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Pair work</li> <li>Practical activities</li> <li>Problem-solving tasks</li> <li>Watching short video clips</li> <li>Research tasks</li> <li>Debate</li> </ul>
Spring Term	Population Issues	<ul style="list-style-type: none"> <li>What changes have occurred to the world's population over time?</li> <li>How does a country's population change as it develops?</li> <li>How do different population structures provide challenges and opportunities for a country?</li> <li>How have countries managed their populations and how successful have they been?</li> </ul>	<ul style="list-style-type: none"> <li>Population density and distribution</li> <li>Birth rate, death rate, life expectancy</li> <li>Malthus and Boserup</li> <li>The demographic transition model</li> <li>Population pyramids</li> <li>Ageing population</li> <li>Pro-natalist and anti-natalist policies</li> <li>France, Kerala, and China's population policies</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation and providing both sides of an argument</li> <li>Debating skills</li> <li>Map/graph skills including choropleth maps and population pyramids</li> </ul>	
Summer Term	<ul style="list-style-type: none"> <li>Russia</li> <li>Earth: Our Changing Home</li> <li>Royal Geographical Society Young Geographer of the Year competition</li> </ul>	<ul style="list-style-type: none"> <li>What is the physical and human geography of Russia?</li> <li>What is Russia's historical importance?</li> <li>What is Russia's place in the world?</li> <li>What physical processes shape our earth?</li> <li>How do rocks change over time (both underground and on the surface of the earth?)</li> <li>What are the features of limestone scenery and how do these features form?</li> </ul>	<ul style="list-style-type: none"> <li>Climate, relief</li> <li>Population density</li> <li>Politics of Russia</li> <li>Weathering (chemical, physical, biological, onion-skin)</li> <li>Erosion (by wind, water, gravity, and ice)</li> <li>Deposition</li> <li>Limestone pavements, clints, and grykes</li> </ul>	<ul style="list-style-type: none"> <li>Using case studies to produce balanced arguments</li> <li>Analysis of maps, graphs and images</li> <li>Explaining processes in a logical order</li> <li>Analysing geographical landscapes</li> </ul>	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• Exercise book</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit tests (subject knowledge focus)</li> <li>• Formal assessment week (May)</li> <li>• Peer and self-assessment</li> <li>• Homework tasks (often research or project based)</li> <li>• Retrieval practice activities</li> </ul>
Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• Fieldwork opportunity: During Curriculum Enrichment Week in June, all year 7 go to Poole’s Cavern. This puts the work from the “Earth: our changing home” topic into a real-life context.</li> <li>• SustainNGHS consider how we can make our activities in school and further afield more sustainable so that we all work together to look after our planet</li> <li>• Websites which can be used to extend knowledge and reading <ul style="list-style-type: none"> <li>○ <a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a></li> <li>○ <a href="https://www.rgs.org/">https://www.rgs.org/</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Watch news reports of current Geographical issues e.g., a volcanic eruption with your child</li> <li>• Take you child to visit limestone scenery e.g., Cheddar Gorge</li> <li>• Practise map skills by using Ordnance Survey maps to go on a walk at the weekend</li> </ul>
Inclusion	Inclusion within year 7 geography
<ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the whole-school inclusion points, field work opportunities in the geography department are always made inclusive. Itineraries are adapted to ensure all students are able to safely take part in field work.</li> <li>• The use of maps and small figures can be difficult for visually impaired students; therefore students are able to use a magnifier to ensure that small details can be seen. This is a preferable option to enlarging maps as this will affect the use of scale for measuring distance.</li> <li>• Extra-curricular opportunities in the geography department such as the Eco-Schools group (SustainNGHS) are available for all students, with all being encouraged to attend and take a leading role.</li> </ul>

**If you have any questions about this Learning Overview, please contact the named Teacher above.**