

WHAT ARE THE BIG AIMS OF YEAR 7?

To enthuse and ignite a passion for the subject of Geography and the world in which we live.

To understand interactions between physical and human processes on a local, national and some global scales.

To be introduced to more complex geographical skills such as map skills, interpreting data, view and interpreting GIS mapping.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?

A clear understanding of location of major world countries, being able to locate major world countries, cities, physical and human features.

Understanding of different rock types, their formation and their impact on landscapes within the UK.

Understanding of population within the UK and the reasons for changing population and the impact this has on society.

Detailed understanding of climate change causes and impacts on a local, national and global scale.

Detailed understanding of the hydrological cycle, river hydrology and flooding.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Locational knowledge of the UK, Europe and the World.
- Know and understand the processes that lead to population change using the UK as an example.
- Exploring of the social, economic and political connections between the UK and the places where migrants come from and go to.
- Know and understand the three main types of rock, how they are linked together in the rock cycle and how they are weathered to form soil.
- Know and understand the importance of rocks in human activities.
- Know and understand the physical and human processes which have an impact on the landscape.
- Know and understand how landscapes can vary at different scales from local to global.
- Know and understand the impacts of climate change on different places.
- Know and understand strategies for responding to climate change from local to national to global.
- Know and understand the causes of flooding.
- Know and understand the economic, social and environmental effects of flooding.
- Know and understand the different management strategies that can be used to manage flooding.
- Linking flooding impacts and responses to economic development.
- Know and understand the main

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Locating OS maps.
- Viewing of GIS maps and layering.
- Creation of annotated diagrams for landscapes.
- Use of photographs and interpretation of aerial photographs.
- Creation of pictograms, bar graphs and cross sections.
- Creation of data collection sheets.
- Carry out fieldwork techniques on the coast in Blackpool, such as questionnaires, land use transect, perception survey, measuring longshore drift.
- Construction of a choropleth map of levels of world development.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

All rocks are formed in the same way.

One child policy still in place in China.

Climate change is a myth and is not happening.
Rivers do not all flow into the sea.

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

There will be a range of assessment forms used throughout the year, including formative, summative and synoptic assessment.

Formative assessment may include small quizzes, multiple choice questions, in class teacher questioning. Summative assessments will involve end of unit assessments which will identify areas of development as well as successful learning.

Synoptic Assessments will be at the end of the year and will assess students learning across the whole year.