



Geography Yr 7

Curriculum Intent

Our curriculum is designed to instil a love of Geography in all our students through developing their curiosity and fascination about the world and its people. We work hard to provide an interesting and varied curriculum that offers intrigue to our students helping to develop their knowledge and understanding of the Earth's physical and human processes. Throughout their time at the Anglo European School students will be taught a variety of geographical terms applying them across different scales and places. We provide students with the opportunity to investigate their local place developing a real sense of who they are, their heritage and what makes their local place unique and special. We develop the following essential characteristics of geographers: an excellent knowledge of place location and characteristics; a detailed understanding of the ways in which places are interconnected; fluency in geographical vocabulary and questioning skills; excellent fieldwork skills; an ability to express informed opinions based on extensive research and understanding about current issues in society; a genuine interest in Geography and a sense of curiosity.

Autumn Term | Passport to Geography | Hot Deserts

Students will learn:-

Passport to Geography

This is an introductory unit allowing students to develop their understanding of what Geography is along with the differences between human, physical and environmental geography. The unit also introduces students to the fundamental concepts of place, space and interdependence as well as the idea of scale (local, regional, national & international/global). Map skills are incorporated into this unit to allow for progression from KS2.

Hot Deserts

This unit of work focuses on the key features of desert environments and incorporates mapping and numeracy links. Students use atlases to locate hot deserts and then apply the use of latitude to their answers. They draw and analyse climate graphs. Animal adaptations are discussed and survival techniques are shown to present ideas about the hot deserts as an extreme environment

What does Excellence look like?

Passport to Geography

Understand that many of our possessions are manufactured in LICs and MICs and give reasons for this with reference to key geographical processes such as globalisation.

Adopt an enquiring approach to learning suggesting how global issues of disparity can be resolved, whether Chelmsford should be a city and why relief varies across the UK.

Explore the concept of place in greater detail looking at attachment, insiders and outsiders.

Know and be able to use complex map skills e.g. contour interpretation.

Hot Deserts

Use their own independent research to consolidate theory around why deserts are located where they are and future scenarios such as desertification. In addition they will look at people in the desert and the future that exists for them in light of climate change

Assessment

Self-assessment

Key pieces of work marked by teacher

Baseline Test

Knowledge, Understanding & Skills

Passport to Geography

Be able to define key terms associated with geography and key geographical concepts.

Have basic knowledge of the world including the names of the continents and oceans and the difference between the British Isles, the UK and Great Britain.

Have basic map skills including four and six figure grid references in non-complex situations.

Understand how we are connected with different places at different scales through the people we know and the possessions we have.

Be able to describe the characteristics of a range of places and explore our perceptions of places.

Know and be able to use the map skills required to use an OS map with confidence.

Hot Deserts

Be able to describe the main features of a desert environment. They will be able to sketch a climate graph and describe adaptations

Be able to explain the seasonal and diurnal differences in hot deserts and explain specific animal adaptations to the climate. Survival techniques will be discussed with reference to the challenges posed

How is homework used to enhance learning?

Project based 4-week homework on a desert environment. (each)



Spring Term | Cold Environments

Students will learn:-

This unit of work focuses on the key features of polar environments and incorporates mapping, literacy and numeracy links. Students use atlases to locate polar environments, explore the concepts of scale & distance in sea ice changes and draw population bar graphs. They analyse climate graphs and calculate mean & range of temperatures. Human adaptations are discussed and proposed linking to future issues linked to climate change.



How is homework used to enhance learning?

Project based 4-week homework on a cold environment. (each)

Knowledge, understanding & Skills

be able to describe the main locations of polar environments. They will be able to complete a climate table from a graph and describe adaptations. Be able to describe how people live in the Arctic and their survival techniques. Briefly be able to describe a basic food web

be able to explain why the polar regions are so cold and explain specific adaptations to the climate. Survival techniques will be discussed with reference to the challenges posed. Food webs and the interactions between environment and people will be discussed.

What does Excellence look like?

Apply their knowledge of climate change to future scenarios in the cold regions. For example they will speculate about people in the polar regions and the future that exists for them in light of climate change.

Assessment

Self-assessment
Key pieces of work marked by teacher
Baseline Test

Summer Term | Weather and Climate

Students will learn:-

Students will be confident observing, measuring and recording the weather in both formal and informal ways. They will be able to compare and contrast different weather systems both within our local area and with locations in other parts of the world. This lays the groundwork for understanding our weather through extreme weather and climate change future contexts at Key Stage 4 and beyond. Being able to watch a weather forecast, read and interpret a weather map, and understand the changing nature of our weather are useful life skills. Students will also be taught how to construct and analyse climate graphs in different regions.

What does Excellence look like?

Project based 4-week homework on a weather and climate. (each)

Knowledge, understanding & Skills

Students will be confident observing, measuring and recording the weather in both formal and informal ways. They will be able to compare and contrast different weather systems both within our local area and with locations in other parts of the world. This lays the groundwork for understanding our weather through extreme weather and climate change future contexts at Key Stage 4 and beyond. Being able to watch a weather forecast, read and interpret a weather map, and understand the changing nature of our weather are useful life skills. Students will also be taught how to construct and analyse climate graphs in different regions.

How will students be assessed?

Students will be proficient in discussing the complexities of the UK's weather with reference to the complex system of air masses and air pressure systems. They will be able to articulate the difference between weather and climate applying these across a variety of different scales and locations. Students will also demonstrate their understanding of seasonality as a product of the changing location of the globe in its annual orbit and which hemisphere is tilted more towards the sun at any point.

International Opportunities

Visits Programmes

Field work study in Montreuil sur Mer – map skills.
Eurotunnel – Travel and Tourism
Town trails – St Omer and Montreuil

Within the curriculum

- Introduction to continents and countries while location mapping
- Survival techniques of indigenous peoples in hot and cold environments
- Human adaptations to extreme hot and cold environments
- Climate change futures and impacts on people in extreme environments