



# Curriculum Plan: Geography

Year 7	Knowledge (Topics covered)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra- curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Cycle 1	1. An introduction to Geography - Key Geography and Places 2. North America Hazards in the USA	<ul style="list-style-type: none"> <li>Using an atlas</li> <li>Cause &amp; Effect</li> <li>Impacts (Economic, Social &amp; Environment)</li> <li>Drawing and labelling diagrams</li> <li>Producing a Venn diagram</li> <li>Making decisions based on information</li> <li>Using thematic diagrams</li> <li>Using Aerial photographs</li> </ul>	<p>Introduction to Geography - 'Describe the image of Newton Abbot'</p> <p>North America - 'Earthquakes don't kill, buildings do' Discuss</p> <p>End of Cycle Knowledge Test (EOCKT)</p> <p>End of Cycle Test (EOCT)</p>	<p>Data interpretation</p> <p>Central tendencies</p> <p>Number range</p>	<p>Attitude – Take responsibility &amp; pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p>Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.</p> <p>Community - Work together &amp; respect different ideas &amp; opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context.</p> <p>Endeavour – Persevere with learning &amp; understanding Geographical concepts. Use Knowledge Organisers to</p>	Fieldwork	<p>To understand the different nations that form our country of the United Kingdom.</p> <p>To use maps to help build up a knowledge of UK places.</p> <p>To understand that many different countries make up North America.</p> <p>To become more global aware.</p> <p>Link to GCSE: Paper 1 - Living with the physical environment: Section A: The challenge of natural hazards – Tectonics/Tropical Storms</p>



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					embed the knowledge into their learning.		
Cycle 2	3. Antarctica - Ecosystems and Biodiversity 4. Asia Globalisation	<ul style="list-style-type: none"> <li>Drawing and interpreting line graphs</li> <li>Aerial photograph interpretation</li> <li>Environmental Quality Survey</li> <li>Interpreting choropleth maps</li> <li>Completing choropleth maps using correct shading</li> <li>Drawing and labelling diagrams</li> <li>Annotating diagrams</li> <li>Making decisions based on information</li> <li>Stakeholder analysis</li> </ul>	<p>Antarctica – Explain why Penguin numbers are in decline.</p> <p>Asia – ‘The Dhaka factory collapse: Accident or murder?’</p> <p>EOCKT</p> <p>EOCT</p>	<p>Description Explanation Assessing Evaluation Reasoning</p> <p>Graphical Scale</p>	<p>Attitude – Take responsibility &amp; pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p>Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.</p> <p>Community - Work together &amp; respect different ideas &amp; opinions. Make connection between the topics and students’ lives. Understand the lifestyles of different groups and put this into context.</p> <p>Endeavour – Persevere with learning &amp; understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>		<p>To improve global awareness of place – Antarctica and Asia</p> <p>Discuss the word ‘Value’ and how it can be used to various contexts.</p> <p>Discuss the how we are all responsible for our planet. Our actions have consequences.</p> <p>To discuss globalisation and our connections to the rest of the world.</p> <p>The concept of sustainability – Meeting the needs of today, without compromising future generations ability to meet their needs.</p> <p>Link to GCSE: Paper 1 - Living with the physical environment Section B: The living world Paper 3 - Geographical Application: Issue Evaluation</p>



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							Paper 2: Challenges in the human environment: Section B: The changing economic world
Summer	5. Oceans Environment and Pollution  6. Devon - The Hydrological Cycle	<ul style="list-style-type: none"> <li>Geographical processes</li> <li>Interpreting climate graph</li> <li>Annotating diagrams</li> <li>OS Map Skills</li> <li>Impacts (Economic, Social &amp; Environment)</li> <li>Issue analysis</li> <li>Cause &amp; effect</li> <li>Stakeholder analysis</li> <li>Environmental Quality</li> <li>Geographical Investigation - Fieldwork</li> </ul>	Devon – Why does Dartmoor receive more rain than Exeter  Oceans – Explain how humans pollute our Oceans  EOCT  EOCT	Description Explanation Assessing Evaluation Reasoning  Scale ratio Percentages	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.  Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.  Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context.  Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.		To improve local & global awareness of place – Devon and the World's Oceans  How our environment has been shaped by natural processes.  The concept of sustainability – Meeting the needs of today, without compromising future generations ability to meet their needs.  Links to GCSE: Paper 1 – Living with the physical environment Section C: Coast & Rivers Paper 2 - Challenges in the Human environment: Section C: Economic Development