

Geography

National Curriculum Programme of Study

‘A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip the pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress their growing knowledge about the world should help them deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.’

The aim for the geography curriculum is to ensure that all pupils:

- develop contextual knowledge of the locations of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;*
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;*

It is also important that pupils are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;*
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);*
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.*

Year 7 - Autumn Term: Africa, Asia, Australasia Investigators

Key knowledge	Key skills
Pupils will learn: • The continents and oceans of the world. • The names of key countries in each of the continents. • The location and capital cities of major countries in Africa, Asia and Australasia. • The main physical and human features within the continents of Africa, Asia and Australasia. • How climate varies across the world and across continents. • The four main reasons for the difference in climate (latitude and distance from the sun, distance from the coast/sea, elevation and vegetation). • The five main climate zones (polar, temperate, tropical, mediterranean and arid).	Pupils will learn how to: • Use the contents page and index of an atlas • Use the grid references in an atlas • Locate places and physical features using an atlas • Collect data from an atlas such as: population, life expectancy and Gross Domestic Product (GDP). • Analyse the data to find patterns across the world and across continents • Use Geographical Information Systems. • How to calculate distance using GIS (Geographical Information Systems)

Year 7 - Spring Term: Population / Migration / OS Maps and Map Skills

Key knowledge	Key skills
Pupils will learn: Population • The definition of population density and how it is calculated. • The human and physical factors that affect population density. • The definition of the term 'Megacity' and where the fastest growing cities in the world are located. • The definition of urbanisation. • The key terms associated with population change (birth rate, death rate, population explosion) and how they are calculated or measured • What population pyramids show about a population. • The impact of exponential growth, negative growth and large elderly dependent populations. • The reasons why China introduced the One Child Policy.	Pupils will learn how to: Population • Use maps and atlases to identify the population density of certain countries and areas of the world, including the UK • Use atlases and maps to located and record the world's fastest growing cities • Explain the positive and negative impacts of urbanisation • Explain patterns of urbanisation across the world • Analyse graphs and extract relevant information • Analyse population pyramids • Assess the social, economic and environmental reasons why China implemented the One Child Policy and its effects on the country • Make decisions and give supporting evidence

Migration

- The difference between migration, immigration and emigration.
- The concept of migration and how it includes possible push and pull factors.
- The concept of seeking refuge and the meaning of the term refugee.
- That there are a number of different types of migration such as: economic; rural to urban.
- The push and pull factors associated with the different types of migration.
- The impacts of mass migration to cities and countries.

OS Maps and Map Skills

- The different types of maps, how they are used and the key elements of a map.
- The key terms: contours, relief and cross-section.

Migration

- Categorise sources of evidence to answer the migration mystery of 'Who was Enrique and why is he doing this?'
- Make decisions and explain reasoning.
- Assess the effects of migration on an area and identify the social, economic and environmental impacts.
- Work collaboratively to make decisions using evidence.
- Order push and pull factors into order of importance.
- Write clearly and fluently explaining reasons for decisions.

OS Maps and Map Skills

- Read directions on maps using the points of a compass.
- How to read 6-figure grid references on an OS Map.
- Use 6-figure grid references to locate places on an OS map.
- Create a sketch map.
- Identify contours on a map.
- Draw a cross-section of a hill using contour lines.
- Use Geographical Information Systems (GIS).
- Use aerial photographs to add information to maps.

Enrichment

Calshot Activity Centre, Southampton

5 day residential trip which includes both geographical and scientific fieldwork skills as well as land-based activities.

Year 7 - Summer Term: Coasts / Crime

Key knowledge	Key skills
Pupils will learn: Coasts • The features of coastal areas such as: headlands and bays. • How and why the coast erodes. • How different coastal landforms are formed such as: caves, arches, stacks and stumps. • The process of erosion, transportation and deposition and their links to longshore drift. • The impacts of coastal recession. • How some areas have used coastal management to slow the process of coastal erosion. • The advantages and disadvantages of different coastal management techniques. Crime • The difference between criminal and non-criminal activity. • The effects of crime. • The factors that may lead young people to commit crime. • The prevalence of crime across the UK and the world.	Pupils will learn how to: Coasts • Use maps to identify coastal features. • Use GIS to identify coastal recession. • Draw clear, accurate labelled diagrams. • Make decisions and give reasons for the decisions you make • Work collaboratively to answer a coastal recession investigation case study. Crime • Use choropleth maps to identify patterns of crime in the world, UK and their local area. • Suggest reasons for patterns of crime. • Use data from tables and charts to answer questions. • Use atlases to locate and record countries with high crime rates. • Use country statistics such as the Human Development Index to make suggestions for the occurrence of crime. • Create a scatter graph to present data. • Plan an enquiry into crime in their local area. • Collect evidence from various sources. • Present evidence clearly using titles and keys. • Use maps and plans as evidence. • Analyse data to reach conclusions about crime. • Draw clear sketch maps related to crime.