

## Year 7 Geography

A wide range of typical physical and human topics with clear links to both the local area (e.g. rivers and flooding, tourism and urban environments) and topical issues which allow students to make a range of geographical analyses (e.g. tectonic hazards, ecosystems and conflict) whilst considering the ever-topical nature of the subject.

Lessons are updated year-on-year to match updates and developments that occur with geographical understanding across the globe.

Students build knowledge through a combination of teacher-and-student-led learning which is then applied to a range of different scenarios including practice summative questions, mini-essay type answers, photographic analysis, presentational work and a wide variety of mediums (e.g. poster work, verbal presentations and group discussion).

Methods of deepening and securing knowledge:	
Spaced practice	Spaced practice is developed through key themes of social/economic/environmental analysis and is applied to all topics where possible. This allows the students to build this skill over time. Recurring links between case studies are made when they are investigated.
Retrieval practice	Retrieval practice is evident particularly through the use of maps to locate a wide variety of places and topics throughout the two-year key stage. Reflective plenaries often link to prior learning as well as current learning. Quiz Quiz trade is a common example – students writing and sharing questions/answers with multiple students based on an over-arching theme.
Elaboration	Students are often offered a new geographical situation as a starter activity for a new topic (e.g. a photograph to analyse). Using geographical links to prior learning, students are expected to interrogate the new situation by applying analysis used in previous lessons. Students are often given chances to work in groups to elaborate on a new topic via the use of mind maps and kagan-style group strategies (e.g. think pair share, rally robin).

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<b>Introduction to Geography</b> - Basic mapping skills - Sustainable development	<b>Tourism</b> - Tourism growth - Importance - Butler model - UK National parks - Mass tourism Jamaica	<b>Global Climate Change</b> - Weather and climate - Evidence of climate change - Human causes	<b>Development and Population</b> - Demographic indicators - Demographic transition - Over population	<b>CASE STUDY – HIC (Japan) and NEE (Nigeria) comparison</b> - Place-specific studies of both	<b>Cold Environments</b> - Formation of glaciers - Glacial erosion - Glacial landscapes

	<ul style="list-style-type: none"> <li>- Renewable energy investigation around Richmond School</li> </ul> <p><b>Geographic Skills</b></p> <ul style="list-style-type: none"> <li>- Mapping Africa, Russia, Asia and Middle East</li> <li>- 4 figure grid ref</li> <li>- 6 figure</li> <li>- Height</li> <li>- Distance and direction</li> <li>- Following a route</li> </ul>	<ul style="list-style-type: none"> <li>- Safari tourism in Kenya</li> <li>- Ecotourism</li> <li>- The future of tourism</li> </ul>	<ul style="list-style-type: none"> <li>- Physical causes</li> <li>- Impacts</li> <li>- Management</li> </ul>	<ul style="list-style-type: none"> <li>- Population density and change</li> <li>- China</li> <li>- Kerala</li> </ul>	<ul style="list-style-type: none"> <li>cCountries including:</li> <li>- Physical features (e.g. climate, hazards)</li> <li>- Industry</li> <li>- A case study of an important city (e.g. Lagos and Osaka)</li> <li>- Overall comparisons (conclusion)</li> </ul>	<ul style="list-style-type: none"> <li>- Avalanches</li> </ul>
Assessment	<b>Baseline assessment</b>	<b>Aiming High 1 summative test (25 marks)</b> - Covering Tourism and skills	<b>Aiming High 2 summative assessment (25 marks)</b> - Covering Climate Change, Development and Tourism	<b>AH3 summative assessment (25 marks)</b> - Covering all Year 7 topics		
CEIAG ( <i>Careers that are linked to that topic</i> )	<ul style="list-style-type: none"> <li>- Cartography (e.g. Ordnance Survey)</li> <li>- Local, regional or national governance</li> </ul>	<ul style="list-style-type: none"> <li>- Tour operator worker</li> <li>- Various National Park jobs</li> <li>- Various jobs in tourism (e.g. catering)</li> <li>- Sustainability related jobs in Ecotourism</li> <li>- Sustainability Architect</li> </ul>	<ul style="list-style-type: none"> <li>- Local, regional or national governance.</li> <li>- Climatology (e.g. IPCC) or Meteorology (e.g. Met Office)</li> </ul>	<ul style="list-style-type: none"> <li>- Local, regional or national governance</li> <li>- Demography (e.g. national census)</li> <li>- Foreign aid work</li> <li>- Jobs in public services (e.g. NHS)</li> </ul>	<ul style="list-style-type: none"> <li>- Cartography (e.g. Ordnance Survey)</li> <li>- Local, regional or national governance</li> </ul>	<ul style="list-style-type: none"> <li>- Cartography (e.g. Ordnance Survey)</li> </ul>