

Year 7 Long Term Sequencing for Geography

<p>Intent Our students join us at the beginning of Year 7 with a worthy but unsubstantiated knowledge and skills base. Facts have been appropriated but are not always interconnected and cannot be applied to processes or concepts. In particular, mapwork and locational knowledge are peripheral and have not been embedded into a wider schema or the student’s long term memory. By the end of Year 7 every student, regardless of their starting point, should have fundamental cartographic skills, locational knowledge at a range of scales, and the first step in understanding geographical similarities, differences and links between places. Our vision is for pupils to appreciate and marvel at the rich diversity that surrounds them. We encourage them to play an active part in the world they live in and we endeavour to foster curiosity in the ever-changing human and physical landscape. The wide ranging and ambitious curriculum develops an understanding of the processes that have shaped and continue to shape our contested planet. Geographers are taught to appreciate and empathise with the varied cultures that make up their local and global communities. Geography is more than just a study of space and place over time – it is about instilling a love of the world that we live in and seeing ourselves as stakeholders who will influence the future. The geography curriculum encourages students to ‘think like a geographer’ The geography curriculum in Year 7 offers students the opportunity to understand the processes that give rise to human and physical geographical features.</p>		
<p><u>Half term 1:</u> Students must know: Passport to the world:</p> <ul style="list-style-type: none"> ● Location of continents and oceans ● Compass directions ● How to use an atlas ● Physical features of North America ● Human features of North America ● Physical features of South America ● Human features of South America <p>HOW THIS WILL BE ASSESSED: Low-stake quizzing, retrieval practice, questioning and knowledge assessments will incorporate understanding and lead to skills- based questions.</p>	<p><u>Half term 2:</u> Students must know: Passport to the World:</p> <ul style="list-style-type: none"> ● Use an atlas to plan a journey ● Grid references – map skills ● Physical features of Africa ● Human features of Africa ● Physical features of Oceania (Reef) ● Human features of Asia ● Animal adaptation (Europe) <p>HOW THIS WILL BE ASSESSED: Low-stake quizzing, retrieval practice, questioning and knowledge assessments will incorporate understanding and lead to skills- based questions.</p>	<p><u>Half term 3:</u> Students must know: Africa:</p> <ul style="list-style-type: none"> ● Diversity of Africa ● History of Africa ● Indicators of development ● Reasons for Development gap ● Blood diamonds ● Why does China want to develop Africa? ● Environmental impacts at Lake Naivasha <p>HOW THIS WILL BE ASSESSED: Low-stake quizzing, retrieval practice, questioning and knowledge assessments will incorporate understanding and lead to skills- based questions.</p>
<p><u>Half term 4:</u> Students must know: Africa:</p> <ul style="list-style-type: none"> ● Map skills – Lagos ● Life in the slums of Lagos – Case study ● Grid reference – map skills ● How to draw a climate graph ● How to interpret climate graphs ● How to stop the desert – Sahel case study 	<p><u>Half term 5:</u> Students must know: Weather and Climate:</p> <ul style="list-style-type: none"> ● Difference between weather and climate ● Draw and interpret climate graphs ● What is a micro climate? ● Britain’s climate ● Water cycle ● Types of rain 	<p><u>Half term 6:</u> Students must know: Weather and Climate:</p> <ul style="list-style-type: none"> ● What is global warming? ● Reasons for climate change ● Renewable and Non-renewable resources ● What is our carbon footprint? ● How sustainable is our school? ● Is your breakfast sustainable?

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<p>Home learning will consist of: Retrieval, reading and research.</p>		