

**KS3 Curriculum Overview: Geography Year 7**

Term / Length of Unit	Outline	Assessment	Home Learning	Communication skills	Numeracy	End Points
<p align="center"><b>Autumn 1</b> My fantastic place</p>	<p><b>LESSONS</b></p> <ol style="list-style-type: none"> <li>1. What is geography and what are places?</li> <li>2. My fantastic place</li> <li>3. What is my school like?</li> <li>4. What is the environment in my school like?</li> <li>5. Orienteering around the school site?</li> <li>6. What is my route to school like?</li> <li>7. What is the landscape around my place like pt1?</li> <li>8. What is the landscape around my place like pt2?</li> <li>9. Where are the key urban areas in our country?</li> <li>10. What are the physical features of my country?</li> </ol>	<p>End of topic test</p> <ul style="list-style-type: none"> <li>• What is your opinion on climate change?</li> </ul> <p>What the views of different groups of people</p>	<p>Set by class teacher for individual classes with homework booklets</p>	<p>Wider Reading and Models</p> <ul style="list-style-type: none"> <li>• Guided Reading using Geofiles, academic magazines and books to support wider knowledge</li> <li>• Use of articles from National Geographical Association magazine on recent earthquakes and strategies</li> <li>• Key term list for topic</li> </ul>	<ul style="list-style-type: none"> <li>• Graphical skills</li> <li>• Map skills – interpretation of range of maps</li> <li>• Research</li> <li>• Numerical data interpretation</li> <li>• Diagram annotation</li> </ul>	<p>Main intended outcomes:</p> <ul style="list-style-type: none"> <li>• Students will have a recap of primary work and standardise the essential geography YR7 students should know.</li> <li>• Essential geography skills</li> <li>• How to describe</li> <li>• Basic map skills</li> <li>• UK geography</li> </ul>

<p><b>Autumn 2</b> Contrasting environments</p>	<p><b>Lesson</b></p> <ol style="list-style-type: none"> <li>1. Locating environments</li> <li>2. Tropical forests</li> <li>3. Tropical rainforest adaptations</li> <li>4. Indigenous people</li> <li>5. Polar regions</li> <li>6. Desert</li> <li>7. Coral reefs</li> <li>8. Environments under threat</li> <li>9. Sustainable management of the TRF</li> <li>10. Assessment</li> </ol>	<p>End of topic test</p> <ul style="list-style-type: none"> <li>• What is your opinion on climate change?</li> <li>• What the views of different groups of people</li> </ul>	<p>Set by class teacher for individual classes with homework booklets</p>	<p>Wider Reading</p> <ul style="list-style-type: none"> <li>• Guided Reading using Geofiles, academic magazines and books to support wider knowledge</li> <li>• “When the river runs dry” as extra source material for water management as a case study</li> <li>• Key term list for topic</li> </ul>	<ul style="list-style-type: none"> <li>• Map skills – choropleths, dot maps</li> <li>• Graphical skills – line graphs, bar charts, pie charts – producing an analysing</li> <li>• OS Map skills</li> <li>• Decision making skills</li> </ul>	<p><b>What will they learn?</b></p> <ul style="list-style-type: none"> <li>• 4 different environments</li> <li>• Locational skills</li> <li>• What the environments are like</li> <li>• Why environments are under threat</li> </ul> <p>How these threats can be managed</p> <p><b>Main intended outcomes:</b></p> <p>To understand that a variety of environments exist, the threats to them and the ways to manage issues</p>
<p><b>Spring 1</b> Map skills</p>		<p>End of topic test Year 10 end of year test</p>	<p>Set by class teacher for individual classes with homework booklets</p>	<p>Wider Reading</p> <ul style="list-style-type: none"> <li>• Guided Reading using Geofiles, academic magazines and books to support wider knowledge.</li> <li>• Key term list for topic</li> </ul>	<ul style="list-style-type: none"> <li>• Geospatial data and mapping</li> <li>• Interpretation of statistical data</li> <li>• Photograph interpretation</li> <li>• Interpretation and analysis of various types of maps and graphs</li> </ul>	

<p><b>Spring 2</b> World of wall</p>		<p>End of topic test</p>	<p>Set by class teacher for individual classes with homework booklets</p>	<p>Wider Reading</p> <ul style="list-style-type: none"> <li>• Guided Reading using Geofiles, academic magazines and books to support wider knowledge.</li> <li>• Key term list for topic</li> </ul>	<ul style="list-style-type: none"> <li>• Geospatial data and mapping</li> <li>• Interpretation of statistical data</li> <li>• Photograph interpretation</li> <li>• Interpretation and analysis of various types of maps and graphs</li> </ul>	
<p><b>Summer 1</b> How do people cope with flooding</p>		<p>End of topic test</p>	<p>Set by class teacher for individual classes with homework booklets</p>	<p>Wider Reading</p> <ul style="list-style-type: none"> <li>• Guided Reading using Geofiles, academic magazines and books to support wider knowledge.</li> <li>• Key term list for topic</li> </ul>	<ul style="list-style-type: none"> <li>• Geospatial data and mapping</li> <li>• Interpretation of statistical data</li> <li>• Photograph interpretation</li> <li>• Interpretation and analysis of various types of maps and graphs</li> </ul>	

<p><b>Summer 2</b> Population</p>		<p>End of unit test</p>	<p>Set by class teacher for individual classes with homework booklets</p>	<p>Wider Reading and Models</p> <ul style="list-style-type: none"><li>• Bradshaw Model</li><li>• Geofiles</li><li>• Key term list</li></ul>	<ul style="list-style-type: none"><li>• Fieldwork skills</li><li>• Data collection skills</li><li>• OS map skills</li></ul>	
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