

KS3 Curriculum Overview: Year 7 Geography: Summer Terms 3.1 & 3.2

Learner Rationale: A learner will develop interleaving knowledge and comprehension upon different geographical topics across the national curriculum. Year 7 heavily encompasses and develops a sense of independence and responsibility, where students begin to learn about diverse topics across human and physical geography with associative links to our GCSE curriculum, along with parallel links to national curriculum expectations.				Learner – Aims & Objectives: Learners will develop and extend their knowledge of locations, places, environments and processes, upon a variety of scales and contents. Through this, understanding of people and the environment will expand by ‘thinking like a geographer’, which encompasses a range of skills through fieldwork, evaluating vast amounts of evidence, as well as developing the competency of applying their geographical knowledge and understanding to real life contexts.	
Term 1:		Term 2:		Term 3:	
1:1: Welcome To Geography (Paper One, Two & Three Link)	1:2: Our Watery World (Paper Two Link)	2:1: Brilliant Biomes (Paper Three Link)	2:2: Celebrating Coventry (Paper One, Two & Three Link – Cultural Capital)	3:1: Coarse Crimes (Paper One, Two & Three Link)	3:2: Africa’s Advance (Paper One, Two & Three Link)
Term 3	3:1: Coarse Crimes (Paper One, Two & Three Link)		3:2: Africa’s Advance (Papers 1, 2 & 3 Links)		Summer Assessment
Topic Coverage	Enquiry Question: How and why has types of crimes committed varied over time and place? <u>Knowledge (AO1 & AO2):</u> <p>Topic Overview: Students begin to enquire about the different causes, types and consequences of crime upon a local, regional, national and international scale, from looking at low-scale acts of vandalism to cataclysmic forms of terrorism that shook the world. Students begin to understand the reasoning and ideology of people committing crimes, as well as individuals who are victim to crime.</p> <p>Crime Lessons</p> <ol style="list-style-type: none"> 1) Introducing Crime – Addressed questions such as ‘what is crime?’, ‘who commits crime?’, ‘where does one commit crime?’, ‘why do people commit crime?’, ‘how can one stop crime?’. This is then tackled with different theories behind committing crime, before enrolling a ‘judge/jury/executioner’ scenario based on common crimes committed in the UK. 2) Comparing Crimes – Students analyse different forms of crime and compare their consequences. Following on, students apply crimes to different scenarios and locations on a national perspective, before concluding by analysing the hotspot crime locations of the globe. 3) UK Crime Analysis – Students compare the distribution of crime across major UK countries/cities/towns, which then is cross-analysed between three contrasting English cities, before 		Enquiry Question: How has Africa began to evolve and develop following a history of colonisation? <u>Knowledge (AO1 & AO2):</u> <p>Topic Overview: Students begin to enquire about the different causes, types and consequences of crime upon a local, regional, national and international scale, from looking at low-scale acts of vandalism to cataclysmic forms of terrorism that shook the world. Students begin to understand the reasoning and ideology of people committing crimes, as well as individuals who are victim to crime.</p> <p>Crime Lessons</p> <ol style="list-style-type: none"> 1) Introducing Africa – Students will begin to identify the location the 54 African nations and learning introductory facts about the majority, before analysing the key physical and human features of the continent, before performing a cost-benefit analysis based on this information. 2) Africa’s Human & Physical Features – Students will now begin to look in depth at biomes, temperature, climate, physical landscape features such as mountains/rivers/seas, along with comparing to culture, GDP, disease etc. 3) Africa’s Change Through Time – Students analyse the history of Africa from being a colonial battleground for power and control to 80 years’ worth of decolonisation, leaving millions in poverty and disarray, with focus on short and long-term consequences. 		Knowledge Coverage: <ul style="list-style-type: none"> ➤ Welcome To Geography (Papers 1, 2& 3 Link) ➤ Our Watery World (Paper 2 Link) ➤ Brilliant Biomes (Paper 3 Link). ➤ Celebration Coventry (Papers 1, 2 and 3 Link). ➤ Coarse Crimes (Papers 1, 2 and 3 Link). ➤ Summer Assessment: 50 marks divided by into AO1/AO2/AO3 & AO4 including an Artemis question to challenge students thinking on ‘Coarse Crimes’. ➤ Note – Africa’s Advance – Assessed via pitstop/end of topic test. Skills Tested: <ul style="list-style-type: none"> ➤ OS/Choropleth Maps/Charts. ➤ Maths-Related Questions – Mean, Range, Percentages etc. ➤ Satellite Imagery ➤ Hydrological Cycle & Hydrographs ➤ Distribution Maps – Hazards & Biomes. Assessment Style Questions & Command Words – Edexcel B Links:

<p>applying to criminal case studies of major crimes in the UK's history, judging which one's were the worst of all time.</p> <p>4) Terrorism - Addressed questions such as 'what is terrorism?', 'who commits terrorism?', 'where does one commit terrorism?', 'why do people commit terrorism?', 'how can one stop terrorism?'. Different forms of terrorism are contrasted and discussed through which are more dangerous, more common and increasingly common. Cross global comparison of one local, national and international event of terrorism to compare effects.</p> <p>5) Pit Stop - Coventry & DIRT (Mitigating Crime) – Midway review based on key content and building culture capital and awareness of crime in Coventry, before DIRT evaluating methods on mitigating the causes and effects of crime globally.</p> <p>6) Extra (Future Planning) – UK vs. International Prisons, Comparing International Crime, Cost-Benefit Analysis Of Capital Punishment.</p> <p><u>Skills (AO3 & AO4):</u></p> <ul style="list-style-type: none"> OS and choropleth maps locations showing crime hotspots across the UK and globe, with comparison of each. Decision-making exercises which crimes are worst, which methods of mitigating crime are most effective along with the cost-benefits of different crime methods. Creating speeches, news and jury reports on different criminal activities. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions. 1 Pit Stop: 1) Crime Around The World 1 End Of Unit Assessment: Summer Assessment – Term 1.1: Introduction To Geography, Term 1.2: Watery World, Term 2.1: Brilliant Biomes. Term 2.2: Celebrating Coventry. Term 3.1: Coarse Crimes. 1) AO1 – Key Term Comprehension. 2) AO2 – Knowledge & Understanding. 3) AO3/AO4 – Skills Test. End Of Unit Assessments: Combining all AO's, diverse range of command words and use of explicit GCSE exam questions between 2016-2022. Mark schemes followed in moderation. DIRT – Carried out after (scores recorded in exercise books): 1) Pitstops 2) End Of Unit Assessments 	<p>4) African Biomes – Students build upon contextual knowledge of Term 2.1: Biomes and analyse the distribution, features and adaptations of flora/fauna in varied biomes across Africa, with analyse of threats and reasons why these threats persist without minimal interference or action mitigating these impacts.</p> <p>5) Pit Stop & DIRT (Urban Growth) – Midway review based on key content surrounding Africa's physical/human landscape, with DIRT focused on the causes/effects of rapid urban growth.</p> <p>6) Opportunities & Challenges – Students compare 8 different African countries based on their opportunities and challenges and decide reasons behind why some countries have more challenges than others in an oracy-led lesson.</p> <p>7) Africa's Future – Analyse over predictions made on Africa's demographics, economy and environment in the future, and how this could affect the continent and the globe.</p> <p><u>Skills (AO3 & AO4):</u></p> <ul style="list-style-type: none"> OS Maps – Physical/human features of different African countries Choropleth maps locations showing population density, temperature, biomes, crime, literacy rate, GDP etc. Line/bar/scatter graphs – Changing fluctuations of population, migrates, multiculturalism, population density, crime etc. Cost-benefit analysis of living in different African nations. Decision-Making / Oracy exercises the best/worst parts of living in Africa. Speeches/creative exercises on methods to improve life for those in African poverty. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions. 1 Pit Stop: 1) Africa – Developing To Developed 1 End Of Unit Assessment: Summer Assessment – Term 1.1: Introduction To Geography, Term 1.2: Watery World, Term 2.1: Brilliant Biomes. Term 2.2: Celebrating Coventry. Term 3.1: Coarse Crimes. 4) AO1 – Key Term Comprehension. 5) AO2 – Knowledge & Understanding. 6) AO3/AO4 – Skills Test. 	<ul style="list-style-type: none"> Key Term Comprehension – Define & Multiple-Choice Questions (AO1 - Knowledge) Baseline Comprehension – State, Identify, List, Suggest, Compare, Describe, Explain (AO2 – Comprehension & Understanding). Skills Test – Assess/Evaluate (AO3 – Judgement & AO4 – Geographical Skills).
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	<p>3) Educake Quizzes.</p> <ul style="list-style-type: none"> Weekly to fortnightly Educake quizzes to supplement and consolidate classroom knowledge. Testing short- and long-term knowledge, variety of question types e.g. Multiple choice, definitions, gap fillers, maths and figure referencing. 	<ul style="list-style-type: none"> End Of Unit Assessments: Combining all AO's, diverse range of command words and use of explicit GCSE exam questions between 2016-2022. Mark schemes followed in moderation. DIRT – Carried out after (scores recorded in exercise books): <p>4) Pitstops 5) End Of Unit Assessments 6) Educake Quizzes.</p> <p>Weekly to fortnightly Educake quizzes to supplement and consolidate classroom knowledge. Testing short- and long-term knowledge, variety of question types e.g. Multiple choice, definitions, gap fillers, maths and figure referencing.</p>	
	<p><u>Reading/Literacy/Oracy:</u></p> <p>Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem and enthusiasm for the subject, as well as creating a collaborative and respect learning environment to support the formation in creating well-round citizens and exemplary students.</p>	<p><u>Reading/Literacy/Oracy:</u></p> <p>Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem and enthusiasm for the subject, as well as creating a collaborative and respect learning environment to support the formation in creating well-round citizens and exemplary students.</p>	

	<p><u>Home Learning:</u></p> <p>Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions.</p> <p>Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.</p>	<p><u>Home Learning:</u></p> <p>Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions.</p> <p>Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.</p>	

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