

**KS3 Curriculum Overview: Year 7 Geography: Autumn Terms 1.1 & 1.2**

<p><b>Learner Rationale:</b> 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.</p>		<p><b>Learner – Aims &amp; Objectives:</b> 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.</p>			
<b>Term 1:</b>		<b>Term 2:</b>		<b>Term 3:</b>	
<b>1:1: Welcome To Geography (Paper One, Two &amp; Three Link)</b>	<b>1:2: Our Watery World (Paper Two Link)</b>	<b>2:1: Brilliant Biomes (Paper Three Link)</b>	<b>2:2: Celebrating Coventry (Paper One, Two &amp; Three Link – Cultural Capital)</b>	<b>3:1: Coarse Crimes (Paper One, Two &amp; Three Link)</b>	<b>3:2: Africa’s Advance (Paper One, Two &amp; Three Link)</b>
<b>Term 1</b>	<b>1:1: Crumbling Coasts (Paper Two Link)</b>		<b>1:2: Supply &amp; Demand ((Paper Three Link)</b>		<b>Autumn Assessment</b>
<b>Topic Coverage</b>	<p><b>Enquiry Question:</b> How have physical processes and humans activities affected the planet overtime? <u>Knowledge (AO1 &amp; AO2):</u></p> <ul style="list-style-type: none"> <li>• Introduction to biomes, with focus on types, distribution, fauna/flora adaptations, food webs, along with discussion of threats.</li> <li>• Distribution of the globes continents, countries and oceans, with focus on the evolution from Pangaea and the Ice Age in contrast to the world of the 21<sup>st</sup> century.</li> <li>• Hydrological cycle processes with focus on evaporation, transpiration, condensation, precipitation, surface runoff, percolation and groundwater flow.</li> <li>• Introduction to Coventry based on push and pull factors of a UK city to build cultural capital within Geography.</li> <li>• Exploration of different types of natural disasters, with cross-comparisons to different countries in regards to impacts, preparation and response to geophysical/climatological disasters.</li> <li>• Focus around contrasting levels of development with an introduction to the BRICS, based on growth, wealth differences and contrasting the quality of life between developed and developing nations.</li> <li>• Comparison and categorising of different energy resources and their affects upon the planet.</li> </ul>		<p><b>Enquiry Question:</b> How do humans interact with the drainage basin and how do rivers affect local communities? <u>Knowledge (AO1 &amp; AO2):</u></p> <ul style="list-style-type: none"> <li>• The effects of the hydrological cycle upon the drainage basin.</li> <li>• The influence of physical processes into shaping distinctive river landscapes, landforms and surrounding settlements.</li> <li>• The causes and consequences of UK and international river floods, through categorising social, economic and environmental impacts.</li> <li>• Analysing the different land use surrounding named rivers, and how this affects and changes the natural river path overtime.</li> <li>• Analysis over different forms of river management systems and how this affects UK rivers overtime.</li> </ul> <p><u>Skills (AO3 &amp; AO4):</u></p> <ul style="list-style-type: none"> <li>• OS Maps – River system/drainage basin.</li> <li>• Choropleth maps locations showing the distribution of UK and international rivers, in association to their connections with surrounding settlements (rural/urban).</li> <li>• Decision-Making / Oracy exercises regarding a cost-benefit analysis of river defences and flood impacts.</li> </ul> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>• Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words</li> </ul>		<p><b>Knowledge Coverage:</b></p> <ul style="list-style-type: none"> <li>➢ Welcome To Geography (Papers 1, 2&amp; 3 Link)</li> <li>➢ Our Watery World (Paper 2 Link)</li> </ul> <p><b>Skills Tested:</b></p> <ul style="list-style-type: none"> <li>➢ OS/Choropleth Maps/Charts.</li> <li>➢ Maths-Related Questions – Mean, Range, Percentages etc.</li> <li>➢ Satellite Imagery</li> <li>➢ Hydrological Cycle &amp; Hydrographs</li> </ul> <p><b>Assessment Style Questions &amp; Command Words – Edexcel B Links:</b></p> <ul style="list-style-type: none"> <li>• Key Term Comprehension – Define &amp; Multiple-Choice Questions (<b>AO1 - Knowledge</b>)</li> <li>• Baseline Comprehension – State, Identify, List, Suggest, Compare, Describe, Explain (<b>AO2 – Comprehension &amp; Understanding</b>).</li> <li>• Skills Test – Assess/Evaluate (<b>AO3 – Judgement &amp; AO4 – Geographical Skills</b>).</li> </ul>

<p><u>Skills (AO3 &amp; AO4):</u></p> <ul style="list-style-type: none"> <li>OS and choropleth maps locations showing biome distribution geological distribution (BGS map), continental drift recreation maps on Pangaea. OS maps based on Coventry's urban development etc.</li> <li>Decision-making exercises evaluating the most dangerous natural hazard, the biggest push/pull factors of Coventry and the worst impacts created from fossil fuel consumption.</li> </ul> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>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.</li> <li>1 Pit Stop: 1) Location &amp; Physical Geography</li> <li>1 End Of Unit Assessment: Human &amp; Physical Geography</li> <li>Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: <ol style="list-style-type: none"> <li>AO1 – Key Term Comprehension.</li> <li>AO2 – Knowledge &amp; Understanding.</li> <li>AO3/AO4 – Skills Test.</li> </ol> </li> <li>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.</li> <li>DIRT – Carried out after (scores recorded in exercise books): <ol style="list-style-type: none"> <li>Pitstops</li> <li>End Of Unit Assessments</li> <li>Educake Quizzes.</li> </ol> </li> <li>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.</li> </ul>	<p>integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions.</p> <ul style="list-style-type: none"> <li>1-2 Pit Stops: 1) The Drainage Basin. 2) UK Flooding.</li> <li>1 End Of Unit Assessment: Supply &amp; Demand</li> <li>Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: <ol style="list-style-type: none"> <li>AO1 – Key Term Comprehension.</li> <li>AO2 – Knowledge &amp; Understanding.</li> <li>AO3/AO4 – Skills Test.</li> </ol> </li> <li>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.</li> <li>DIRT – Carried out after (scores recorded in exercise books): <ol style="list-style-type: none"> <li>Pitstops</li> <li>End Of Unit Assessments</li> <li>Educake Quizzes.</li> </ol> </li> <li>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.</li> </ul>	
<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 &amp; 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 &amp; 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>	