

DAGENHAM PARK SUBJECT CURRICULUM

Subject	Geography
Year Group	Year 7
Overview	<p>Pupils in Year 7 begin with a baseline unit bridging the gap between the KS2 and KS3 curriculum. Then pupils study the geography of the UK, learning the foundation knowledge of the human and physical geography of their 'home' country, an essential pre-requisite to studying the Geography curriculum.</p>
Term by Term	
Autumn Half term 1	<p><u>Around the world in 80 skills</u> Pupils explore how we each have several links to the world through the family and friends we have, the food we enjoy, the music and film we are fans of etc. Pupils explore the three main types of geography, physical, human and environmental. With each there are multiple topics which link to the slogan 'Geography is Everything' {G is E}. Pupils explore our worlds fantastic places using geographical skills:</p> <ul style="list-style-type: none"> • Explore Rio's geography, while applying how and why we use 4 figure-grid referencing. • Explore Mount St Helens formation and relief. Demonstrate how landscapes height, shape and gradient can be mapped in 2D. • Explore Antarctica, plan a tour around the continent, know why using a scale is important. • Explore the Ganges advantages and disadvantages, learn how to measure straight and curved distance. • Explore the Great Barrier Reef by interpreting maps and using the key, making use of compass directions, measuring distances, describing routes and drawing sketch maps <p>Success criteria 1: Geography mind map Success criteria 2: Human, physical and environmental photo annotation.</p> <p><u>Introduction to the UK</u> Pupils learn about our island home, the route from Land's End to John o'Groats, the UK's links to Europe, explore the local environment while learning about the UK using OS maps. 1b.6 Skills Focus: OS maps. Pupils learn:</p> <ul style="list-style-type: none"> • The UK comprises the nations of England, Wales, Scotland and Northern Ireland. • Areas and places within the UK have their own distinctive characteristics.

	<ul style="list-style-type: none"> • The UK is part of the continent of Europe, one of seven global continents surrounded by huge oceans. • The local environment is the ideal starting point for geographical study, providing opportunities for study and practical investigation. • The interpretation and understanding of OS maps (such as grid references, measuring distance and interpreting contour patterns) is fundamental to the study of geography at all levels. <p>Success Criteria 1: To map the major human and physical features of the UK.</p> <p>Success criteria 2: End of unit summary questions.</p>
<p>Autumn Half term 2</p>	<p><u>Physical landscapes in the UK</u></p> <p>Pupils learn about UK landscapes, landscape processes, river landscapes, coastal landscapes, mountains and glacial landscapes</p> <p>Skills Focus: Physical atlas map.</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • The term ‘landscape’ comprises the physical, biological and human elements of a place or view. Landscapes are important in shaping people’s lives. • Geology is a significant factor in the development of UK landscapes. • The physical geography of the UK is shaped by a range of processes including weathering, erosion and deposition. These processes are part of the rock cycle. • Distinctive processes and landforms are associated with rivers, coasts and mountains. • The physical landscape has a significant impact on patterns and processes in human geography, affecting human activity and settlement. • Maps and photos – particularly OS and atlas maps – are useful to geographers in interpreting and understanding physical landscapes. <p>Success Criteria 1: The formation of a waterfall.</p> <p>Success criteria 2: End of unit summary questions.</p>
<p>Spring Half term 1</p>	<p><u>Weather and climate in the UK</u></p> <p>Pupils learn about recording the weather, why our weather is so changeable, rain urban microclimates and extreme weather in the UK.</p> <p>Skills Focus: Climate atlas maps</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • The weather describes the day-to-day condition of the atmosphere whereas climate is the long-term average. • Aspects of the weather (such as temperature and precipitation) can be measured and recorded to enable forecasts to be made. • Several factors affect the weather in the UK, such as the North Atlantic Drift ocean current. • Precipitation is a component of the water cycle, one of Earth’s most important natural systems. • Urban areas create distinctive microclimatic conditions. • Despite experiencing a moderate climate, the UK occasionally experiences extreme weather events. • Whilst the UK experiences a temperate maritime climate, there are

	<p>significant regional climatic variations.</p> <p>Success Criteria 1: Write a story outlining Drippy the Water Droplet's adventures around the water cycle.</p> <p>Success criteria 2: End of unit summary questions.</p>
<p>Spring Half term 2</p>	<p><u>The people of the UK</u></p> <p>Pupils learn how diverse the UK country is, measure population, the impacts of migration living in Leicester and compare rural areas.</p> <p>Skills Focus: Population pyramids</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • The UK has a diverse population, and this has changed over time. • A census is taken every ten years to measure the UK population. • The UK has an ageing population, and this presents opportunities and challenges. • There are several reasons why Leicester has grown into a large city, e.g. transport links, farming, its relief and climate. • Leicester has several land uses that are typical of an urban area, e.g. transport, housing, industry, shops and open spaces. • There are different types of rural settlement, e.g. hamlet, village and commuter village. • Population pyramids present data about population structure. <p>Success Criteria 1: The people of Dagenham – class ethnic mix stacked bar graph</p> <p>Success criteria 2: End of unit summary questions.</p>
<p>Summer Half term 1</p>	<p><u>Work, rest and play in the UK</u></p> <p>Pupils learn about the world of work, product production, changing employment, communications and transport, how we spend our free time, the geography of sport (focus - 2020 Olympics/World Cup)</p> <p>Skills Focus: Decision-making exercises</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • The UK has four employment sectors: primary, secondary, tertiary and quaternary. • How products are made and countries interdependence. • The number of people employed in these job sectors has changed over time. • There have been changes in the way the population communicates and travels around the UK. • The planned HS2 rail development has advantages and disadvantages. • People in the UK now have more leisure time. • People in the UK watch sport or participate in sporting activities. Exploring what is happening in relation to the upcoming world events. • Football is a good example of the process of globalisation. <p>Success Criteria 1: My global jeans- mapping a products global production.</p> <p>Success criteria 2: End of unit summary questions.</p>
<p>Summer Half term 2</p>	<p><u>Challenges and opportunities in the UK</u></p> <p>Pupils learn about poverty in the UK, water supplies, waste management, air pollution, energy and carbon neutral urban planning - Bed-Zed.</p>

	<p>Skills Focus: GIS - Urban greening on Google Maps.</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • Some people live in poverty in the UK. • There are many things being done in the UK to reduce homelessness and help those in poverty. • The UK's water supply is not always sufficient to meet the demand. • New reservoirs can be built to ensure water security, but this can be controversial. • The UK has 'reduce, reuse and recycle' strategies to manage household waste. • Air pollution has serious environmental, economic and social impacts in the UK. • The UK is trying to reduce car use by promoting cycling and public transport. • The UK's energy production has changed over time. • The UK must find ways to use more renewable energy sources. <p>Explore a UK housing project which is carbon neutral.</p> <ul style="list-style-type: none"> • GIS is an important mapping tool for geographers. • Apply GIS skill to mapping urban greening globally, nationally and locally. <p>Success Criteria 1: Design a zero-carbon house.</p> <p>Success criteria 2: End of unit summary questions.</p>
<p>Homework</p>	<p>Homework will be provided weekly via <i>Show My Homework</i>. Homework set will reinforce the skills learnt in lesson.</p>
<p>Useful Resources</p>	<p>All PowerPoints, resources and success criteria for each half term are on SharePoint – Geography – KS3</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</p> <p>https://www.bbc.co.uk/bitesize/subjects/z2f3cdm</p> <p>http://www.coolgeography.co.uk/</p> <p>https://s-cool.co.uk/gcse/geography</p>