

Subject Curriculum Overview for Academic Year 2022/2023

Subject: Geography		Subject Leader: Abbie Wakefield	Year Group: 7	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p>How can we study the 'geography' of Ledbury?</p>	<p>Students know how and have the skills to 'think' like a geographer. (compass points, map/atlas skills)</p> <p>Students know how and why the population of Ledbury has changed over time.</p> <p>Students know the 4 types of industry (primary, secondary, tertiary and quaternary) and how it has changed over time in Ledbury.</p> <p>Students know the challenges Ledbury faces and examples of how to improve the town.</p>	<ul style="list-style-type: none"> - Atlas - Compass - Population - Resources - Jobs - Industry - Regeneration 	<p>Formal assessment: 30 minute end of topic assessment including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Literacy tasks 	
<p>Can the planet support all of us?</p>	<p>Students know the concerns of overpopulation.</p> <p>Students know a range of non-renewable and renewable resources and the advantages and disadvantages of them.</p> <p>Students know the concerns about water scarcity in the UK.</p> <p>Students know the concerns about food miles and how food production is changing.</p>	<ul style="list-style-type: none"> - Overpopulation - Resources - Migration - Renewable - Non-renewable - Scarcity - Food Miles - Climate Change - Carbon 		

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Subject: Geography		Subject Leader: Abbie Wakefield	Year Group: 7	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
How are landscapes formed?	Students understand what is meant by the words tectonic plates, glaciation and erosion.		<ul style="list-style-type: none"> - Glacier - Erosion - Plucking - Abrasion - Freeze-thaw weathering - U-shaped valley - Tarn - Igneous - Sedimentary - Metamorphic 	<p>Formal assessment: 30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Literacy tasks
	Students know how the local landscape of Malvern evolved.			
	Students understand the impact of glaciation on the landscape.			
	Students identify the work of erosion to create the Severn Plain			
	Students can describe tectonic movements.			
	Students can describe glaciation and deglaciation			
	Students can describe erosion.			
	Students understand the importance of scale of impacts from processes			
	Students can identify the influence of landscapes on land use.			
	Students can interpret landscapes and how they were formed.			
Why is my planet changing?	Students know the difference between weather and climate.		<ul style="list-style-type: none"> - Climate change - Greenhouse gases - Greenhouse effect - Climate refugees - Sustainability 	
	Students know the difference between longitude and latitude and Britain's location.			
	Students can recognise the 3 types of rainfall process.			
	Students can recognise how global temperatures have changed over time.			
	Students can identify natural and human causes of climate change.			
	Students understand how climate change threatens plants, animals and ecosystems.			
	Students can list local action in mitigating climate change. Students will practice using key vocabulary, extended writing and comprehension within tasks.			

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Topic	Key Learning Points	Key Vocabulary	Assessments	
<p>Why does Worcester flood?</p>	<p>The difference in features between upper, middle and lower course of a river.</p> <p>A range of causes of flooding; including weather patterns, urbanisation and deforestation.</p> <p>The social, economic and environmental impacts from flooding events.</p> <p>How to investigate infiltration levels of different surfaces around the school.</p> <p>How to read a storm hydrograph. How a range of flood prevention strategies operate.</p> <p>The importance of preparation for flooding events.</p>	<ul style="list-style-type: none"> - Upper course - Middle course - Lower course - Source, - Mouth - Urbanisation - Surface run off - Permeable - Flooding - Storm hydrograph - Management 	<p>Formal assessment:</p> <p>30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Literacy tasks 	
<p>Should the Norfolk coast be protected?</p>	<p>The characteristics of different coastlines in the UK.</p> <p>Why coastlines are important.</p> <p>Why some coastlines erode more quickly than others.</p> <p>Why coastal erosion is getting worse.</p> <p>The challenges that the Norfolk coast faces.</p> <p>How the Norfolk coast is being protected.</p> <p>The problems and conflict that coastal management can bring.</p>	<ul style="list-style-type: none"> - Coastal erosion - Hydraulic action - Abrasion - Attrition - Corrosion - Waves - Geology - Protection - Management. 		

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How parents can support learning in the subject this academic year

There are a variety of way parents can support the learning of the Geography curriculum. One of the most effective ways to embed learning is through wider reading and repetition, we encourage you to watch the news or read an article to enhance the understanding of the world around us! These topical pieces of information will allow students to apply theoretical knowledge gained in class to the real world.

Recommended Reading

Recommended reading:

- Greta's Story
- Journey to the River Sea
- Street Child
- Warrior boy
- Earth Heroes
- When the mountain Roared
- Factfulness
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Points to note