

Geography

We aim to inspire our students to have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want to equip our students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress through the subject, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Cornwallis Academy, we teach the National Curriculum for Geography, which aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Year 7 Geography

Term One

Content of study	Introduction to Geography Map Skills
What are the aims and objectives of this term?	In Term One, we teach the basic skills that a student needs to develop their spatial awareness. To start immediately building on locational knowledge, we link each of the major mapping skills to a continent. For example, directions with Oceania and Latitude and Longitude with South America. Our objectives for Term One are to: • describe locations of various places • describe relief, elevation [and changes of] • plot directions of travel • use multiple techniques in one task
What previous knowledge is required?	Geography is taught in Key Stage 2 but we are aware that our students may join our school with different experiences of the subject. Some students may have been exposed to mapping before – for instance, when using Geographical Information Systems [GIS] on platforms such as Google Earth. Mapping references, including contouring, scale and latitude/longitude are often seen in the media, in films and on the television.
How will this term's content help with future learning?	The most successful geographers are able to explain assertions, apply examples and link knowledge in order to make sense of it. In order to do that, they will need to master basic map skills. For example, altitude and climate are linked in mountainous regions,

	but this connection cannot be explored in the future without an understanding of contouring on maps, scale or latitude & longitude.
Resources	To introduce the topic: BBC Bitesize OS Mapskills
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf Locational knowledge: - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities Geographical skills: - build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom - interpret Ordnance Survey maps in the classroom, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs - use Geographical Information Systems (GIS) to view, analyse and interpret places and data
Assessments	In Term One, we set a baseline assessment to establish the knowledge and skills that our students already have when they join us. At the end of Term One, we repeat the baseline test to see if students have learnt from feedback. Our expectation is that most students will improve upon the low tariff questions [basic map skills], while some students may further develop their answers to the high tariff questions. Revision for the low tariff questions should include basic map skills, 4 figure grid references, the 8-point compass rose, naming continents and the home nations.
Term Two	
Content of study	Sustainable Living
What are the aims and objectives of this term?	- What is sustainability? - Why is it vital to have a sustainable approach? - Waste - a look in to landfill - Incineration – an alternative waste management strategy - Recycling - a sustainable approach to waste - Named examples to be learnt about: - Recycled concrete in Utrecht, Netherlands - Proposed Cambridge incinerator project
What previous knowledge is required?	Geography is taught in Key Stage 2 but we are aware that our students may join our school with different experiences of the subject. Some students may have been exposed to sustainability and waste in their everyday lives if their families engage in recycling. Some students may have seen examples of where we are reusing waste or generating energy in a more sustainable way e.g. solar panels or wind farms. Some students may have watched Wall-E, a film that tackles some of these issues.
How will this term's content help with future learning?	This topic links with the AQA GCSE specification (Paper 2 Section A) in which students are required to learn about urban challenges. The knowledge acquired will reinforce elements of the GCSE specification, such as understanding the issues that successful cities need to deal with and how they are addressed.
Resources	Video clip to introduce the topic:

	<u>Sustainable Development in Curitiba, Brazil</u>
Links to the national curriculum/specification	<u>National curriculum for KS3 Geography.pdf</u> In Term Two of Year 7, we teach students how to locate places that allow them to develop a locational knowledge, such as Utrecht in the Netherlands. Our students' place knowledge is developed by learning more about the specifics of the area, its challenges and eventual solutions. Our students' human and physical geography knowledge is developed by studying the context, terrain, etc as well as how it affects the solutions to sustainability issues.
Assessments	Term Two's assessment will examine students on the unit of sustainability, which includes identifying the issues, proposed strategies and the controversy surrounding them. A mixture of lower-order knowledge-based questions in addition to higher-order knowledge-application questions are included within the assessment.
Term Three	
Content of study (Title)	Population
What are the aims and objectives of this term?	The major objectives of this unit are: • Define the term population distribution. • Identify factors which influence where people live. • Describe the distribution of the world's population. • Identify factors which influence where people live. • Describe the distribution of the world's population. • Describe population profiles using a population pyramid. • Evaluate the challenges of an ageing population. • Explain how population links to development.
What previous knowledge is required?	Geography is taught in Key Stage 2 but we are aware that our students may join our school with different experiences of the subject. Some students may have been exposed to population issues, including the much talked about One Child Policy. In their everyday lives, our students' families may be affected by overcrowding and/or higher property prices. These may be discussed at home and may encroach on issues connected to both migration and population growth. The content in Term One (geographical skills) will be reinforced here as students will apply their knowledge of continents, countries and regions of the UK when describing the population distribution across both the world and the UK.
How will this term's content help with future learning?	This unit is interlinked with the AQA GCSE Paper 2 topics of urban issues & challenges and the changing economic world. There is a synoptic connection with physical hazards as population densities are closely aligned to levels of risk. An understanding of the link between population structures and development will support learning in the changing economic world unit.
Resources	Video clips to introduce the topic: <u>How Populations Grow and Change</u>
Links to the national curriculum/specification	<u>National curriculum for KS3 Geography.pdf</u> In Term Three of Year 7, we teach students how to locate places that allow them to develop a locational knowledge. This can happen by studying places with sparse/dense populations.

	Students develop their place knowledge by learning about specific places that have population issues, like Japan. Students develop their human and physical geography knowledge.
Assessments	The termly assessment will look to examine students on a broad range of topics on the theme of population which includes: • population distribution and the factors that influence it • natural increase • carrying capacity • population structures and how these can have a significant influence on the challenges and opportunities experienced within a country. A mixture of lower-order knowledge-based questions in addition to higher-order knowledge-application questions are included within the assessment. The specific example of Japan features in the higher-order questions.
Term Four	
Content of study	Tropical Rainforests
What are the aims and objectives of this term?	• Define what a tropical rainforest is. • Describe the location of tropical rainforests across the world. • Describe what the climate of a tropical rainforest is like. • Analyse a climate graph. • Explain why tropical rainforests are located where they are. • Identify features of a tropical rainforest. • Compare different layers of a tropical rainforest. • Explain how different species of animals compete and adapt to be able to survive in a rainforest. • Identify how the rainforest is used to create products and services. • Examine the impacts of deforestation.
What previous knowledge is required?	Many students will have investigated the tropical rainforest environments in Key Stage 2. In addition, the flora and fauna found in these environments are often well covered in Key Stage 2 and this links in well to the question of adaptation. Comparisons can be made with our climate in the UK and contrasts explained by being able to describe our country. Mapping skills, including latitude and longitude, are important to explain the conditions that exist in tropical rainforests.
How will this term's content help with future learning?	This unit interlinks with the AQA GCSE Unit 1/Topic 2 of The Living World where students study tropical rainforests in greater breadth. Students will acquire knowledge on the distribution, climate and structure of the rainforests; how plants and animals have adapted to survive there in addition to how the rainforest is utilised in the form of the goods and services that it provides us with. This knowledge will then be covered in greater depth during the GCSE course. For instance, how global atmospheric circulation influences where tropical rainforests are found.
Resources	Video clips to introduce the topic: BBC Teach-Rainforests Ecosystems and Biomes
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf In Term 4 of Year 7, we teach students how to locate places that allow us to develop a locational knowledge of a large rainforest, covering several borders in South America and within the equatorial belt.

	Students will develop their place knowledge when learning about the Amazonia basin. Students will develop their human and physical geography knowledge by learning about the climatic distinctiveness, as well as the cultural history, of the tropical rainforests.
Assessments	The termly assessment will look to examine students on a broad range of topics on the theme of tropical rainforests. These include climate, goods and services, animal and plant adaptations as well as how does the threat of deforestation have a potential impact on people and the environment. A mixture of lower-order knowledge-based questions in addition to higher-order knowledge-application questions are included within the assessment.
Term Five	
Content of study	Hot Deserts
What are the aims and objectives of this term?	• Define what a hot desert is. • Describe the location of hot deserts across the world. • Interpret climate data. • Draw and complete a climate graph. • Explain how different species of plants adapt to be able to survive in a hot desert. • Explain how different species of plants and animals adapt to be able to survive in a hot desert. • Identify methods which have helped humans to survive in hot deserts. • Consider how different techniques and equipment enables humans to survive in hot deserts.
What previous knowledge is required?	Awareness of the contrasts in conditions between the Hot Deserts and Tropical Rainforests can be done from the start. Students' knowledge of what a hot desert is like is useful. In addition, the flora and fauna found in these environments are often well covered at Key Stage 2 and this links in well to the question of adaptation. This familiarity with the topic may have been enhanced by popular television programmes or in news reports. Similarly, as with Tropical Rainforests, there is a need for secure use of map skills, specifically the use of latitude and longitude.
How will this term's content help with future learning?	This unit interlinks with the AQA GCSE Unit 1/Topic 2 of The Living World where students study hot deserts in greater breadth. The Arizona desert is studied for the Year 7 assessment and this can be compared and contrasted with the Thar desert taught in Year 10. Students will acquire knowledge on the distribution and climate, how plants and animals have adapted to survive there, in addition to the challenges of living in hot deserts and how humans have founded techniques which help them to survive there. This knowledge will then be covered in greater depth during their GCSE studies. For instance, how does global atmospheric circulation influence where deserts are found.
Resources	Video clips to introduce the topic: Ray Mears Extreme Survival-The Arizona Desert
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf In Term Five of Year 7, we teach students how to locate places that allow them to develop a locational knowledge. In this case, the Arizona desert's location would be identified. Students' place knowledge will be developed by learning about the specific features of the area, including the flora and fauna. Students' human and physical geography

	knowledge will be developed by linking the climatic features and the ability of Apache Indians to survive in the most extreme circumstances.
Assessments	Assessments for Year 7 will take the form of an End of Year Assessment, which is based on the first five terms of learning. A mixture of lower-order knowledge-based questions in addition to higher-order knowledge-application questions are included within the assessment.
Term Six	
Content of study	Rivers
What are the aims and objectives of this term?	• Describe different parts of the water cycle. • Explain how the processes of the water cycle link together. • Identify different features across a river. • Describe how the river changes across its course. • Describe and explain how river processes shape the landscape. • Identify the causes of flooding. • Explain how human and physical factors lead to flooding. • Describe different strategies used to reduce flood risk. • Evaluate the different methods used to reduce flood risk.
What previous knowledge is required?	Students will need a passing familiarity with what rivers are as this topic will cover aspects such as how material is moved along a river and what the river features/landforms are like. Media consumption will in many cases provide students with an awareness of different rivers with varying discharges and characteristics, like velocity and load. Mapping skills taught in Term One of Year 7 covers elevation and contouring on maps, which allows our students to study a river's long profile sourced in higher land.
How will this term's content help with future learning?	This unit is interlinked with the AQA GCSE Paper 1 topics of Physical Landscapes of the UK. Students will develop knowledge on how rivers are influenced by the water cycle, how they change between the upper and lower course, which landforms are created by rivers, why they flood and what can be done to prevent it. This knowledge covered in Year 7 will be reiterated and new elements covered in greater depth during their GCSE studies. For instance, how a hydrograph informs us of the likelihood that a river floods. Links to the coasts content in the UK Physical Landscapes unit are inevitable as many of the processes seen in rivers also affect our coastlines.
Resources	Video clips to introduce the topic: Geography-Stages of a River [Accessible] Geography KS3-River Flooding
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf In Term 6 of Year 7, we teach students how to locate places that allow us to develop a locational knowledge. In this unit, we tend to refer to many examples in the UK, strengthening the locational awareness in our own country. Students' place knowledge is linked to theory, such as the Bradshaw model, helping students understand the changing physical geography of rivers from the upper to the lower courses. The human geography of the rivers is explored by virtue of the interventions we are responsible for, such as on the River Thames.
Assessments	Assessments for Year 7 will take the form of three lower tariff, 1-mark questions, requiring a simple, knowledge-based response. There will be three 2-mark questions, where the command word is often 'outline' thus requiring description and some



	explanation. A final higher tariff question will be posed, for 6 marks, referring to a source and the application of theory learnt throughout the term.
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