



The High School
Leckhampton

Year 7 GEOGRAPHY



Topic Titles

- What is my place in the United Kingdom?
- How do I use skills to investigate the world around me?
- What challenges do volcanoes present?
- How sustainable is the High School Leckhampton?
- What is the importance of river landscapes?
- What role does Russia play in the world?

Intent

We believe that a high-quality Geography education should inspire a curiosity and fascination about the world and its people that will remain with students for the rest of their lives. Our curriculum will equip 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, their growing knowledge about the world underpinned by a focus on place, 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.

Links with other subjects

History – the world as it used to be, can be a fantastic subject for demonstrating change over time.

Biology – studies of natural processes often require knowledge of biological concepts e.g. nutrient cycling.

Art – Geographers need to be able to display ideas in coherent ways that allow others to access them

Maths – coordinates, graphing, data manipulation are all core skills of Geography.

English – the ability to express ideas clearly is vital for success in the subject

How will knowledge and skills be taught?

Our topic choices are framed as 'Big Questions', which are then broken into smaller sub-questions to allow students to investigate natural landscapes and processes and human activities.

A wide variety of teaching activities will support students to be inquisitive, ask questions and find answers about the world around them.

Skills are taught embedded throughout the curriculum, so a lesson about the UK's climate may involve a range of maths skills e.g., graphing and data manipulation.

Map skills are taught near to the beginning of the year, so that they can be used throughout. Choropleth mapping, climate graphing, fieldwork skills, data presentation, use of Geographical Information Systems and data analysis are all key skills taught.

How can parents help?

Discuss with students the wide-range of contemporary affairs that are seen in the news, asking students questions about their opinions. Encourage students to watch documentaries about both the natural world and the human environments.

When out of the house, encourage students to take in their surroundings and observe how places differ.

If possible, take students on day-trips to the Natural History Museum (London), the coastline (anywhere in the UK), to mountainous locations (Brecon Beacons, Peak District, Lake District). Encourage students to study a globe or an Atlas to improve place knowledge.

Support students with homework, checking quality and ensuring that the students re-draft if necessary.

Recommended Reading and Preparation for Learning

Prisoners of Geography – Tim Marshall

The Power of Geography – Tim Marshall

Brilliant Maps: An Atlas for Curious Minds – Ian Wright

Rainforest: Dispatches from Earth's Most Vital Frontlines – Tony Juniper

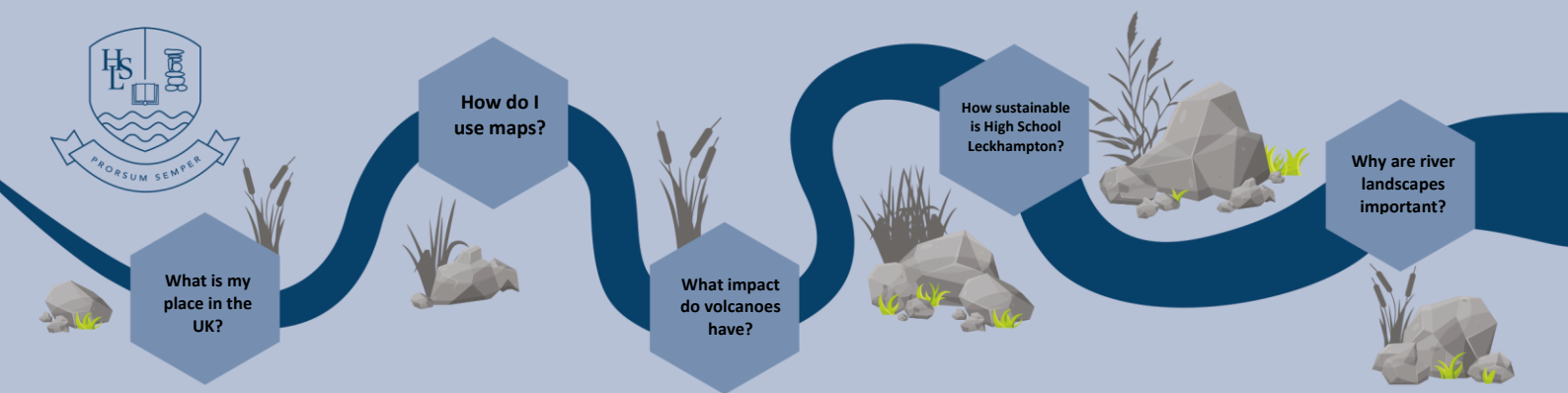
Factfulness - Hans Rosling

Play map games at the following:

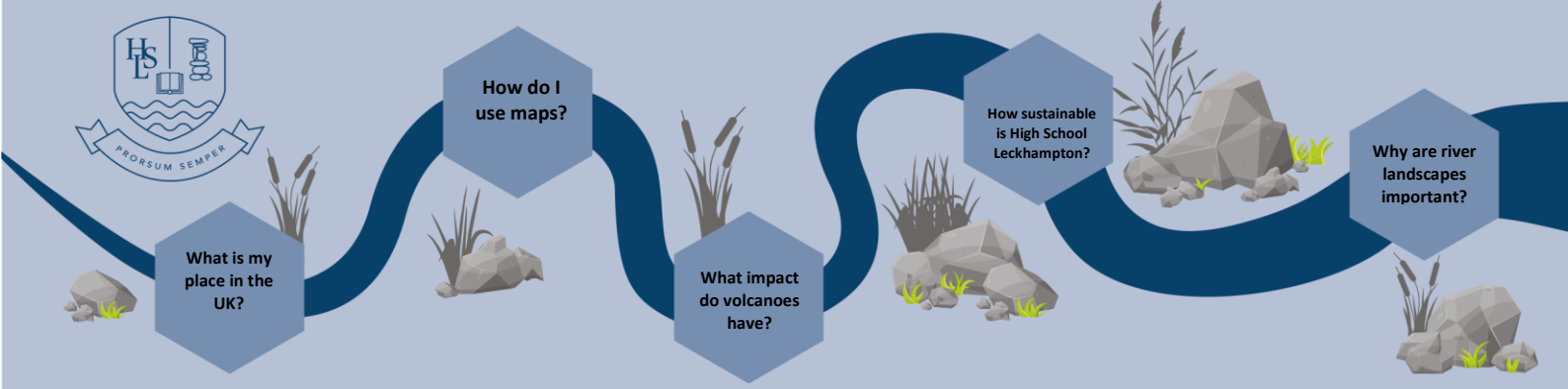
<https://www.geoguessr.com/seterra/en>

<https://worldle.teuteuf.fr/>

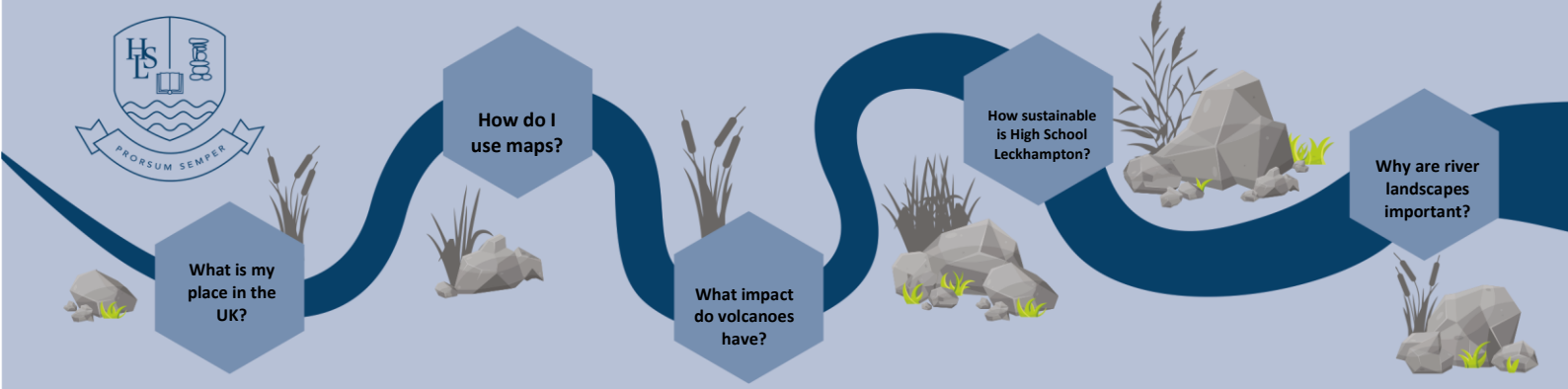
<https://www.ordnancesurvey.co.uk/mapzone/>



Subject: Geography		Year Group: Year 7		Term: Autumn	
Module/Theme: What is my place within the United Kingdom?					
Topic Outline & Aims (Intent) To give students a contextual understanding of their country and local environment, to create a platform from which to understand their place in the world. This is the first of a 3-part theme, which will expand to 'My place in Europe' at the start of Y8 and 'My place in the world' at the start of Y9. Together, these topics will continuously ground our students and allow them to explore the concept of place within Geography and feelings of belonging.					
Key Skills and Knowledge taught through this topic: (Intent) Students will be taught a range of skills in this topic, introducing them to climate graphing, choropleth mapping, and how to analyse data so that they can draw conclusions using evidence. Students will be taught the difference between Human and Physical Geography, to help them understand the natural and built environments of the UK. We consider the climate of the country, the impact of migration on everyone, look at how the UK is administered politically, and students have chance to revisit the key landscapes of the UK.					
Prior Learning: (Context) KS2: Locational knowledge - name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		Future Learning: (Context) KS3: Place theme throughout KS3 will ground student's place identity. KS4: AQA – 8035 3.1.3 - Physical Landscapes of the UK 3.2.3 - Economic World		National Curriculum Links: (Context) <ul style="list-style-type: none"> • Location and Place Knowledge. • Physical Geography – Weather and Climate of the UK • Human Geography – Population • Geographical Skills- introduction to data analysis. 	
RRSA Links: 7 – Name and Nationality 8 - Identity		Assessment of Learning: (Impact) Students will be assessed on their ability to complete a climate graph. They will be assessed on their place knowledge of the country. They will have an end of topic test which acts in a summative manner to understand student knowledge retention of key ideas. Students will be required to analyse a contemporary issue – Migration.			
British Values Links: What does it mean to be a UK resident? Who are the British?					
Eco Schools Links: Importance of protecting natural landscapes.					
Reading / Enrichment https://kids.nationalgeographic.com/geography/countries/article/united-kingdom https://www.geoguessr.com/seterra/en/vgp/3146 - Map Game for English counties https://www.geoguessr.com/seterra/en/vgp/3248 - Map Game for Physical Features https://www.geoguessr.com/seterra/en/vgp/3105 - Map Game for British Towns and Cities.		Key Vocabulary: (Literacy) Population Sparsely Densely United Kingdom Climate Weather Migrant Refugee Asylum Seeker Relief Rainfall Ocean		Numeracy Opportunities: How to create and use graphs – especially dual axis graphs. Data analysis skills – including manipulation of data.	
				Career Links: Politician (local or national) Civil Service Environment Agency Town Planner	



Subject: Geography		Year Group: Year 7		Term: Autumn to Spring	
Module/Theme: Geographical Skills – How do I use Maps?					
Topic Outline & Aims (Intent)					
To give students a clear understanding of how to use Ordnance Survey maps to understand the world around them. The range of skills that students will learn through this topic will be applicable to their Geographical studies throughout the remainder of the education and beyond. The skills will allow students to complete Duke of Edinburgh expeditions as well as accessing information about place using a range of different maps. In this topic students will begin to understand Geographical Information Systems, where data is applied to maps digitally to aid understanding of place characteristics.					
Key Skills and Knowledge taught through this topic: (Intent)					
Students will be taught a range of mapping skills in this topic, with a focus on being able to use maps in a confident and accurate manner. Beginning with a recap of using grid references (both 4 and 6 figure varieties) students will progress to interpreting contours to understand the relief and gradient of slopes, measuring distance, making use of directions (16 point compass), deciphering the meaning of map symbols. Students will begin to understand what GIS is and how to use GIS technologies, to understand the meaning of place.					
Prior Learning: (Context)		Future Learning: (Context)		National Curriculum Links: (Context)	
KS2: Geographical Skills Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		KS3: Map skills are embedded throughout the Geography curriculum, with maps used in each topic to help students contextualise their studies. Skills are consistently revisited to ensure proficiency. KS4: AQA – 8035 3.3.1 - Geographical Skills.		Geographical Skills: <ul style="list-style-type: none"> • Interpret Ordnance Survey maps in the classroom and the field, 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 	
RRSA Links: 6 – Life, Survival and Development (Map skills may be needed in a life/death situation) 28 – Right to an education.		Assessment of Learning: (Impact) Students will be assessed on their ability to use all of the map skills they have been taught to complete a route map and commentary for a pre-determined route. They will be expected to use accurate 6 figure grid references, record distance, relief and gradient, use accurate directions to 16-points, and interpret symbols to understand geographical features of place.			
British Values Links: Use of GIS to understand differences between communities in the UK.					
Eco Schools Links: Map and navigation skills help to promote walking over driving, which is helpful for the environment.					



What is my place in the UK?

How do I use maps?

What impact do volcanoes have?

How sustainable is High School Leckhampton?

Why are river landscapes important?

<https://www.ordnancesurvey.co.uk/mapzone/> Skills games and information.

<https://www.youtube.com/watch?v=xkzXYWdm9OE&list=PLJp4yCtYcXprknSYFAUpWG5ZbDwHmfY7> - O.S videos explaining map skills.

Key Vocabulary:
(Literacy)

Northing
Easting
Ordnance Survey
Satellite
Navigation
Compass
Distance
Relief
Gradient
Grid Reference
Photo Analysis
Orientation
GIS –
Geographical Information System
Choropleth Map
Trend
Anomaly

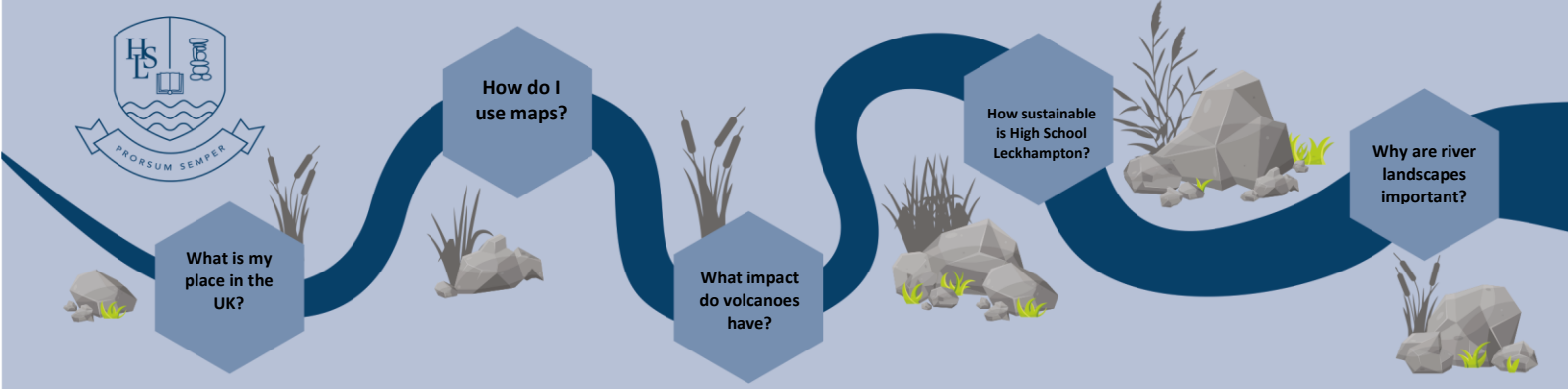
Numeracy Opportunities:

Using scale requires a range of maths to be used, include reference to ratio to understand scale.
Measuring distance accurately.

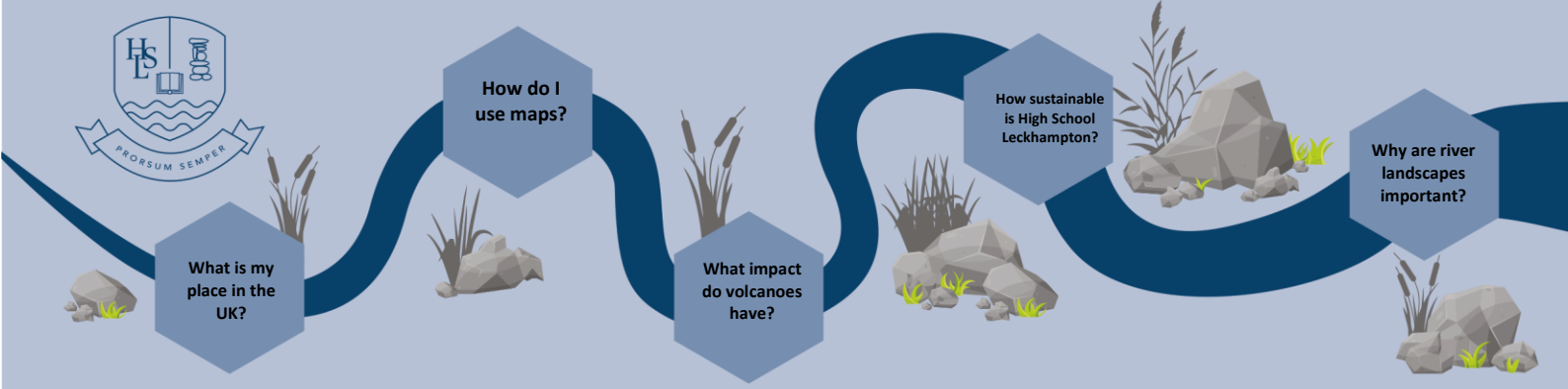
Data analysis skills – using GIS to present information particularly using ARCGIS

Career Links:

Cartographer
Insurance mapping
Environment Agency
Statistician for Census (Civil Service)
Town Planner



Subject: Geography		Year Group: Year 7		Term: Spring Term – Term 3	
Module/Theme: What impact do volcanoes have?					
Topic Outline & Aims (Intent) To give students a clear understanding of tectonic processes that shape the landscapes of Earth and how volcanoes present challenges for communities around the world. This topic will encourage students to assess why people continue to live in hazardous environments and is the first of a 3-part theme that runs throughout the KS3 Geography curriculum introducing hazardous natural phenomenon. In Year 8 students will examine the impact of Earthquakes, whilst in Year 9, they will look at Hurricane hazards.					
Key Skills and Knowledge taught through this topic: (Intent) Introducing to students the use of case-studies and their 3 part structure (cause, effect, response). Encouraging students to be able to use evidence when arguing a perspective and being able to critically analyse how volcanoes impact communities and how effectively people around the world respond to them. There will be theoretical discussion of geology, with differences between destructive, constructive & conservative boundaries. Discussion of theories of plate movements. Types of volcanoes, composite, cone, shield, hot-spot and super volcanoes will be looked at. Introductions to volcanic hazards e.g. Pyroclastic Flows, Lahars, Volcanic bombs. Introduction to the science behind volcanology, so that students understand how volcanoes are monitored. Examination of 2 case-studies, one in a HIC and one in an LIC (Eyjafjallajökull - Iceland, and Fuego – Guatemala).. Examination of the likely impact of super volcanic eruptions and the future of society should Yellowstone ever erupt.					
Prior Learning: (Context) KS2: Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Future Learning: (Context) KS3: Human and physical geography understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts. KS4: AQA – 8035 3.1.1 – The challenge of natural hazards		National Curriculum Links: (Context) Geographical Skills: Interpreting data to be able to perform analysis of the severity of volcanic eruptions. Ability to analysis photography for meaning. Comparing case-studies to determine how effectively they have been handled by communities/governments.	
RRSA Links: 6 – Life, Survival and Development 22 – Refugee children (from displacement by natural hazard 24 – Health, water, food and the environment		Assessment of Learning: (Impact) Students will be assessed on their ability to explain different plate boundaries, their ability to describe the impacts of a variety of volcanic hazards, how different eruptions cause different consequences. There is a school-based exam in this topic, to be completed in class under supervised conditions, with a mixture of knowledge recall questions, explanations of processes and analysis of the severity. Students are encouraged to conscientiously prepare for this exam.			
British Values Links: n/a					
Eco Schools Links: How can communities be rebuilt after disaster with sustainability in mind?					



Reading / Enrichment:

[‘Earthstorm’ Volcanoes \(episode 2\) – Netflix](#)

[Seneca Learning – Volcanoes](#)

[BBC Bitesize – Volcanoes](#)

<https://www.nationalgeographic.com/environment/article/volcanoes>

Volcanoes & Earthquakes: (Paperback)

Chiara Maria Petrone (author), Roberto Scandone (author), Alex Whittaker (author) ISBN: 9780565092634

Visit to the Natural History Museum in London.

Key Vocabulary:
(Literacy)

- Active:
- Dormant:
- Extinct:
- Composite Volcano:
- Super volcanoes:
- Pyroclastic Flow:
- Lahar:
- Shield Volcano:
- Hot Spot Volcano
- Magma

Numeracy Opportunities:

Use of data to interpret the severity of volcanic eruptions.

Understanding of seismology, use of seismographs to measure ferocity of earthquakes,

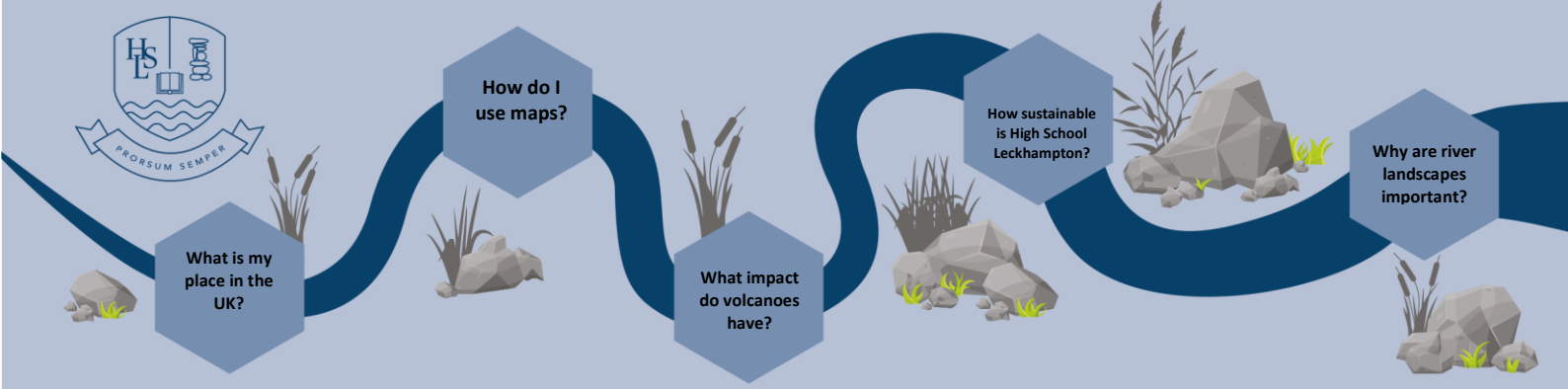
VEI – volcanic explosivity scale.

Career Links:

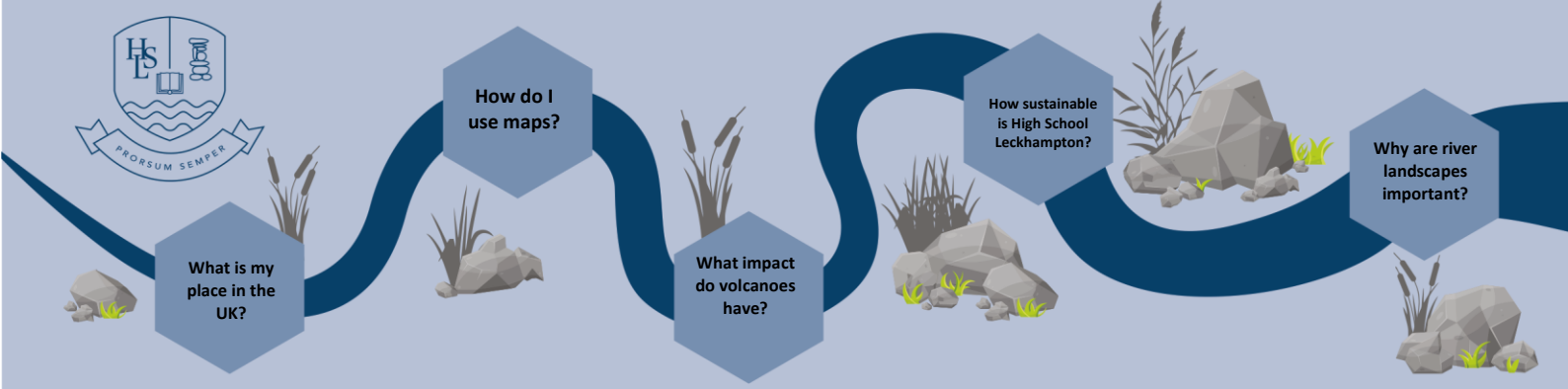
Disaster relief charities

Civil Service – disaster management with foreign consulates

Volcanologists



Subject: Geography	Year Group: Year 7	Term: Summer Term (5)
Module/Theme: How sustainable is High School Leckhampton?		
<p>Topic Outline & Aims (Intent) To give students a clear understanding of the concept of sustainability and help students to make an assessment of how sustainable their lives are. A large part of this topic is about the students understanding what our new school does that helps the environment of Leckhampton (their local place) and considering what more can be done to improve the sustainability of the school.</p>		
<p>Key Skills and Knowledge taught through this topic: (Intent) Introducing to students to sustainability and reasons that this is an important issue for the 21st Century. Investigation of how sustainable students lives are at present in Leckhampton. Examining the successes of the High School Design in relation to sustainability. Exploring further development of sustainability at the school. Introducing the Eco-Schools programme to our students.</p>		
<p>Prior Learning: (Context) KS2: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Future Learning: (Context) KS3: Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems Fieldwork: use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information KS4: AQA – 8035 3.2.1 – Urban issues and challenges (sustainability)</p>	<p>National Curriculum Links: (Context) Geographical Skills: Collecting data about the local environment both in school and the local community, to better understand concept of sustainability. Creating hypotheses and testing them, creating conclusions based on the data.</p>
<p>RRSA Links: 24 – Health, food, water and the environment</p>	<p>Assessment of Learning: (Impact) Students will be able to create a campaign to promote sustainable practices at High School Leckhampton. Students will test hypotheses related to sustainability in their local community, to better understand how our school has been designed with the environment in mind. They will collect information and draw conclusions based upon their data.</p>	
<p>British Values Links: n/a</p>		
<p>Eco Schools Links: How can communities be developed with sustainability in mind?</p>		



Reading / Enrichment:

<https://www.youtube.com/watch?v=gTamnlXbgqc>

<https://www.eco-schools.org.uk/secondaryfe-pathway/seven-steps/>

<https://ismwaste.co.uk/help/what-is-the-waste-hierarchy>

Key Vocabulary:
(Literacy)

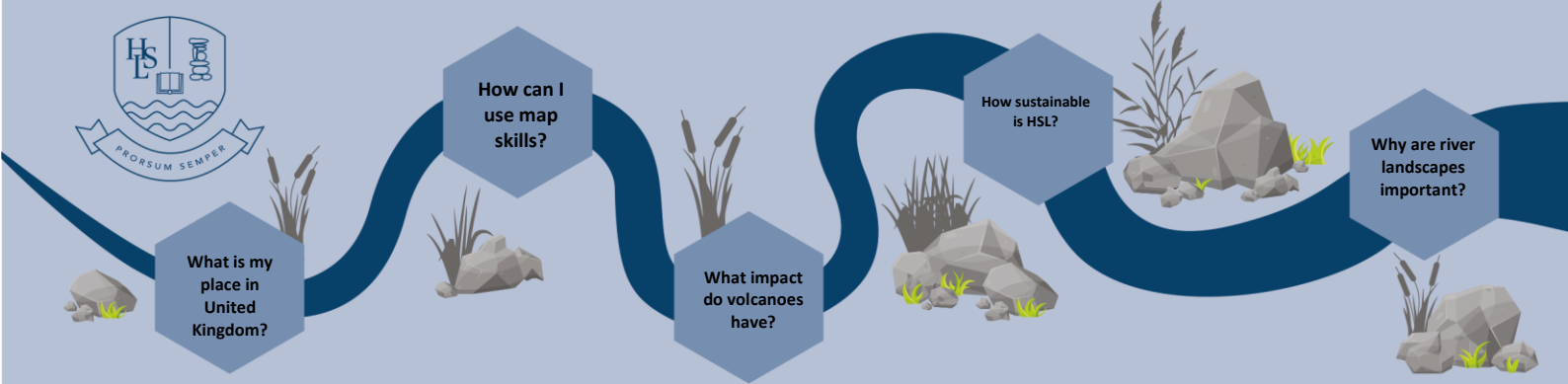
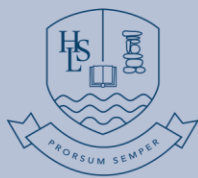
Solar Energy
Attenuation Tanks
Electrical Charging Points
Food Miles
Carbon Footprint
Sustainability
Reduce, Reuse, Recycle
Waste Hierarchy

Numeracy Opportunities:

Data collection, graphing and interpretation.

Career Links:

Environmental campaigner
Environment Agency
Architecture
Town and country planning.



Subject: Geography	Year Group: Year 7	Term: Summer Term 6
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Module/Theme: Why are river landscapes important?

Topic Outline & Aims (Intent)
 To give students a clear understanding of river environments around the world but specifically in the UK, looking at how erosional and depositional processes create our river landforms. Students will examine a range of strategies to manage rivers to give them a sense of how humans control their flow and impact on the drainage basin. Exploration of the morality of dam construction is also a key feature of this topic.

Key Skills and Knowledge taught through this topic: (Intent)
 The topic begins by helping students to understand how prior knowledge of the water cycle links to the long-profile of a river and drainage basins. A range of new terminology will be introduced to students, to build upon prior learning at KS3 and provide more depth of understanding of hydrology. Various processes of erosion, that occur within rivers including hydraulic action, abrasion, solution and attrition. Students will understand how different sections of rivers are impacted by erosion, including waterfalls of the upper course, meanders of the middle course and levees in the lower course. The links between coastlines and rivers will be explored. Students will be expected to evaluate whether dam construction is a viable method of generating power on the River Nile, exploring the arguments that both sides are using to support their position.

<p>Prior Learning: (Context) KS2: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Future Learning: (Context) KS3: “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” Human and physical geography understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts KS4: AQA – 8035 3.1.3 – Physical Landscapes of the UK</p>	<p>National Curriculum Links: (Context) Geographical Skills: Map skills, using OS maps in order to understand river landscapes and be able to identify features of the long profile. Ability to analysis photography for meaning. Evaluation of data to decide on whether Egypt/Ethiopia are correct about dam construction on the Nile.</p>
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<p>RRSA Links: 6 – Life, survival and development 24 – Health, water, food and environment</p>	<p>Assessment of Learning: (Impact) Students will be assessed on their ability to understand the processes of erosion/deposition within rivers, to understand the sequences of events that lead to landform formations such as waterfalls, meanders, levees. Students will create a persuasive argument utilising English Language skills, so that they can explore the morality of dam construction on the Nile river, this is a composite task requiring clear knowledge and understanding of various components including river erosion processes, demonstration of map skills to gather information, understanding of arguments in favour of or against dams.</p>
<p>Eco Schools Links: How can rivers be protected without causing harm to wildlife or ecosystems. Are dams an acceptable method for generating sustainable power?</p>	

<p>Reading / Enrichment: Time for Geography – Rivers video collection Seneca Learning – River Landscapes BBC Bitesize – River Environments</p>	<p>Key Vocabulary: (Literacy) Drainage Basin Confluence Surface Runoff Throughflow Evapotranspiration Source Mouth Tributary Meander Levee Delta</p>	<p>Numeracy Opportunities: Using numeracy to determine a budget for river management</p>	<p>Career Links: Disaster relief Civil Engineering –river management Fire and Rescue Environment Agency – Flood control Insurance surveyor</p>
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