



# Walthamstow School for Girls: Humanities Faculty

**Year group: 7**      **Subject: Geography**      **Topic: What is Geography all about?**

**Context:** *This unit begins with a baseline test mapped against the KS1 and KS2 geography curriculum. This will enable us to ascertain what students already know about geography from their primary school topic studies. The unit then aims to introduce student to the discipline of geography and build a range of geographical skills including direction scale, map symbols, grid references and use of contours. It will also help build their sense of place at different scales, globally, nationally and locally.*

## Learning Journey

**Prior Learning:** *This is the first unit of year 7 and as such there is no prior learning that has taken place at KS3. A baseline test will be sat at the start of the unit to help ascertain the level of geographical knowledge and understanding acquired at KS2.*

Learning Sequence							Endpoint
Main learning Steps	Students are introduced to the subject of geography and the key topics which make up the discipline.	Students undertake a brief study of the history and anatomy of Planet Earth.	Students examine the key processes involved in the formation of rocks and soils.	Students develop their sense of place at a global scale by mapping key places.	Students develop their sense of place across the UK, building in key skills of contour lines, distance and scale.	Students develop their sense of place at a local scale, building in key skills of compass points, map symbols and grid references.	Students will be familiar with basic topics studied in geography and some of the core map skills needed in the subject.
Assessment	Students complete a short baseline test with questions focused on the KS2 primary curriculum to see what they already know. This will be <u>marked by the class teacher</u> .	Students complete a timeline of Earth's history and have a cross sectional diagram of Earth's different layers. This will be <u>self-assessed</u> in purple pen supported by teacher led whole class feedback.	Students will have a table outlining the key characteristics of different rock types and how they are formed. This will be <u>self-assessed</u> in purple pen supported by whole class feedback from the teacher.	Students will have annotated a map of the World with some of the main human and physical features such as continents, rivers and oceans. This will be <u>self-assessed</u> supported by whole class feedback from the teacher.	Students practice applying these skills through a range of short activities. This will help to prepare students for their end of unit test. These activities will be <u>self-assessed</u> supported by whole class feedback from the teacher.	Students practice applying these skills through a range of short activities. This will help to prepare students for their end of unit test. These activities will be <u>self-assessed</u> supported by whole class feedback from the teacher.	End of unit test focused on geographical skills – this will test their ability to apply direction, scale, grid refencing and map reading. Class teacher will support students in <u>peer assessing</u> this test.

### Where will we use these ideas again?

*The central geographical skills studied in this unit will be referenced throughout the whole of the KS3 and KS4 curriculum. In addition ideas linked to Earth's structure will be important later in the year when it comes to studying the unit on Earthquakes and Volcanos.*



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**Year group: 7**

**Subject: Geography**

**Topic: Why do we get Earthquakes and Volcanos?**

**Context:** Having been introduced to geography and had an initial look at Earth sciences this unit now moves on to looking at tectonic hazards. Students will explore the processes responsible for Volcanos, Earthquakes and Tsunamis and consider how their effects differ around the World. Students will also consider how people can try to manage these hazards and design out risk. The unit assessment will require students to write a narrative newspaper report about the 2010 Earthquake in Haiti, one of the deadliest natural disasters in recent times. There will also be an opportunity to visit the Natural History Museum as part of the learning for this topic.

## Learning Journey

**Prior Learning:** Students have briefly looked at the different layers of the Earth. This will provide a foundation for developing their understanding of the process of convection and how this drives plate movement which in turn causes Earthquakes and Volcanos.

Learning Sequence							Endpoint
Main learning Steps	Students look at different types of volcano, their key features, how they affect people and how the threat can be managed.	Students will move on to a study of Earthquakes looking at where and why they happen, and how they affect people.	Students start to consider why some earthquakes are worse than others looking at a range of case studies to demonstrate this.	Students will examine the cause, effect and response to the 2010 Haiti Earthquake.	Students will learn about Tsunamis, a secondary tectonic hazards. They will examine their cause and effect through a study of the 2011 Tohoku Tsunami.	Students consider why people live in hazardous locations and how hazard risk can be managed, with a focus on the idea of earthquake resistant design.	Students will be able to explain the causes and consequences of tectonic hazards and understand the factors which can affect hazard risk.
Assessment	Students identify the key features of volcanos and explain why they happen, focusing on constructive and destructive plate boundaries.	Students identify the key features of earthquakes and explain why they happen, focusing on conservative and collision plate boundaries.	Students consider the language and structure of a good news article. This will support with writing their news reports for HW which will be this units assessment.	Students will complete a reporters sheet covering key areas needed for their assessment. This will be used to then write their news paper reports.	Students will have explained in writing and diagrams why Tsunamis happen and also complete a case study about the 2011 Tohoku Tsunami.	Having looked at how we can manage hazard risk, students will work in groups to try and design their own Earthquake proof building.	The assessment for this unit is a report about the 2010 Haiti Earthquake. This will be <u>marked by the class teacher</u> who will provide clear guidance on what needs developing.

### Where will we use these ideas again?

The idea of natural hazards will be revisited in year 8 when students study extreme weather events such as hurricanes as part of their wider unit on weather and climate. They will then come back to tectonics as part of their GCSE course in the unit "The Challenge of Natural Hazards."



# Walthamstow School for Girls: Humanities Faculty

**Year group:** 7

**Subject:** Geography

**Topic:** How does the sea shape the land?

**Context:** The third topic in year 7 explores how marine processes, specifically erosion and deposition, lead to changes in coastal landscapes. Students begin to explore some of the resultant landforms before moving on to looking at why the process of erosion in particular can prove problematic for people living on the coast, and what can be done to protect settlements in these locations. Finally, having examined the ways in which coastlines can be protected, students will then consider the reasons why we might not want to protect certain coastal environments through a DME where they start to develop their understanding of cost benefit analysis.

## Learning Journey

**Prior Learning:** Students will already have some concept of geology and the characteristic features of different types of rock. This will help in understanding relative resistance to processes such as erosion and weathering. They will also have been introduced to the concept of shoaling of waves through their studies of Tsunamis.

### Learning Sequence

	Learning Sequence						Endpoint
Main learning Steps	Students will be introduced to the key processes of erosion, transportation and deposition.	Students will look at how erosion creates different landforms, specifically headlands, bays, arches, caves, stacks and stumps.	Students will look at how deposition creates different landforms with a specific focus on spits.	Students will look at how erosion threatens coastal environments and the impact this has on the people who live there.	Students will examine different ways of protecting the coastline, both hard and soft engineering.	Students will look more critically at why different management strategies may be more or less appropriate.	Students will understand the key marine processes which shape the land and how these processes can be managed.
Assessment	Students will have clearly defined these important key terms and examined why these processes happen.	There will be a mini key term quiz which reviews coastal processes. This will support students in their preparation of the end of unit knowledge test.	Students will have a clear explanation with supporting diagrams of how a spit is created.	There will be a mini "odd one out" quiz where students are asked to identify whether landforms are created by erosion or transportation.	Students will have an overview of the characteristics of different types of management strategies, their advantages and disadvantages.	There will be a mini "mix and match" quiz where students need to identify the names of different coastal defences.	The summative assessment for this unit takes the form of a knowledge test reviewing the key terminology that has been developed through the unit.

### Where will we use these ideas again?

The key processes of erosion, transportation and deposition come up throughout the geography KS3 course, specifically in the year 8 unit on rivers and the year 9 unit on glaciation. Coasts is also an important part of the GCSE course coming up in paper 1, section C "UK physical landscapes."



# Walthamstow School for Girls: Humanities Faculty

**Year group:** 7

**Subject:** Geog

**Topic:** Why would you visit the Middle East?

**Context:** The final unit of year 7 provides an opportunity to do some collaborative group work focusing on the Middle East. After an introduction to the Middle East, students will be put into groups of 3 and asked to research tourism in a designated country in the region. They will then present their research to their peers through a short 10 minute presentation. This unit will provide students with an opportunity to conduct some independent research, think more creatively and develop their ability to work as part of a group. The final presentation will also support students in building their confidence, with a group grade being provided based on assessment criteria.

## Learning Journey

**Prior Learning:** Students will have been introduced to the core global regions at the start of the year in the unit 'What is Geography about?' They should therefore have some basic broad locational context. The skills from this unit will also support in their ability to synthesise information on maps.

### Learning Sequence

### Endpoint

Main learning Steps	Students look at where the Middle East and which nations are generally considered to be part of the region. They will also discuss which other nations are sometimes included as part of the Middle East.	Students start exploring some of the Physical geography of the region e.g. seas, rivers, mountains, climate etc and investigate how the regions physical geography presents both challenges and opportunities for its people.	Students will consider why tourists might wish to visit this region and also some of the consequences of tourism, both positive and negative. They will pay particular focus on how tourism can support the economy through a positive multiplier effect.	Students will be put into groups and given a Middle Eastern nation to research and present on. The focus of the presentation will be tourism in the country. They will have two lessons and a final homework to prepare before presenting.	After two lessons and a homework, students will give presentations in groups of 3. The class teacher will assign an overall grade for the work based on assessment criteria shared with students in advance.	By the end of the unit, students will have a basic understanding of what this region is like. Through their research and presentations they will have a deeper understanding of one particular country within this region and why people might wish to visit there.
Assessment	A map of the Middle East will demonstrate knowledge of the location of different nations in the region.	A summary of the physical characteristics of the region and a table outlining challenges and opportunities.	A completed classification table looking at positives and negatives in the region.		Presentation on middle Eastern Nations which outlines where it is, what it's like and why you might wish to visit.	The group presentation is an opportunity to showcase what has been learnt about a country and the impact of tourism.

### Where will we use these ideas again?

Students will revisit the impact of tourism in units focused on development in both year 9 and as part of the GCSE curriculum in year 11.