

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Year 7 - Passport to the World

Europe & UK

- The difference between Human and Physical Geography.
- Seven continents of the world within the Northern and Southern hemisphere. Latitudes are explored and students will learn to place the Equator, tropics of Cancer and Capricorn.
- The location of UK, within Europe and the rest the world. Key countries within UK (England, Scotland, Wales, N.Ireland) and within Europe (UK, France, Germany, Spain) are explored.
- Physical features (The Mediterranean, North Sea, Atlantic Ocean, Alps, Pyrenees) and Human including major cities. Students will explore the regions of the UK, and Southampton within its locality.
- An understanding of why people choose to live in Southampton, considering the attractions and functions of the City.
- Population structure of Southampton applied with a population pyramid.

- Locate and describe locations using an Atlas.
- Construct simplified maps with some accuracy and clear presentation
- Reading and describing climate from climate graphs.
- Creating a Choropleth map to show population distribution.
- Reading, note taking from resource sheets.
- Comparing and contrasting data sets to identify what makes a place distinctive.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Year 7 - Passport to the World

South America

- The location of South America in the world, some of its key countries (Colombia, Ecuador, Brazil, Bolivia, Argentina)
- and physical features (Amazon Rainforest, Amazon River, Andes mountain range, Atacama Desert, Angel falls, Iguacu falls)
- An understanding of climates (Tropical, Temperate, Arid, Tundra) in South America, and that climate has an impact on landscape and ecosystem as well as population distribution. Climate leads to convectional rainfall. This has an impact on landscape and human activity.
- An understanding of indigenous way of life in the rainforest and the threats they face
- Rates of deforestation are increasing due to the humans placing pressure on the land - deforestation, HEP, mining, dams and reservoirs, agriculture.
- There are many reasons people choose to migrate from one place to another. These reasons are often caused by push and pull factors. Rural to Urban migration is a major process in many countries such as Brazil.
- Landscape and people are connected. Cities like Rio de Janeiro are recipients of a large number of migrants. This leads to a unique way of life and also presents challenges (overcrowding). Cities are often connected and perform a variety of roles (job creation).

- Locate and describe locations using an Atlas. CBBC
- Construct simplified maps with some accuracy and clear presentation
- Reading and describing climate from climate graphs.
- Creating a Choropleth map to describe population distribution.
- Explaining logically. (Logical chains of reason)
- Reading, note taking from resource sheets.
- Comparing and contrasting data sets to identify what makes a place distinctive.
- Making links between landscape, human patterns of behaviour and the resultant outcomes.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Year 7 - Passport to the World

Africa

- The location of Africa in the world, some of its key countries (Nigeria, Kenya, South Africa) and physical features (Rivers - Nile, Zambezi, Ecosystems - Sahara Desert, Savannah).
- An understanding of climates in Africa (Arid/ Tropical Vs Wet and Dry season), and that climate has an impact on landscape and ecosystem, here exploring links between Climate, Desert, Flora and Fauna.
- An understanding of the interactions in a hot desert ecosystem. Limited nutrients and water leading to sparse vegetation and highly adapted animals. (examples of studies Cactus/ Camel)
- A case study of Kenya, including population change (rapidly increasing and youthful) and a look at some of the challenges and ways of life (informal working sector) in Nairobi, its capital city.

- Locate and describe locations using an Atlas.
- Construct simplified maps with some accuracy and clear presentation
- Reading and describing climate from climate graphs.
- Describing landscapes using specific methods.
- Interpretation and Analysis of population pyramids.
- Literacy and comprehension, note taking and summarising key information.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Year 7 - Passport to the World

Asia

- The location of Asia in the world, some of its key countries (i.e Afghanistan, China, India, Japan) and physical features (i.e Gobi Desert, Himalayan Mountains, Ganges River, Indian Ocean) .
- What is an AC/EDC/ LIDC?
- An understanding of climates in Asia, and that climate has an impact on landscape and ecosystem. Studying and contrasting the climates of Nepal and Singapore, a mountain climate vs a Tropical climate.
- What is a development indicator? GDP/ Money spent on Education and Healthcare.
- An understanding that location can impact Human activity by contrasting two specific locations, Nepal and Singapore. Here, difficult conditions leading to lower economic output and lower development Vs flatter relief, more consistent climate and access to the sea leading to higher levels of development.
- An introduction to essential Geographical components of China, Japan and India
- Begin to introduce the concept of uneven development and to consider how development might be measured.

- Locate and describe locations using an Atlas.
- Construct simplified maps with some accuracy and clear presentation
- Reading and describing climate from climate graphs.
- Ability to interpret development indicators
- Describing location using specific Geographical methods, comparing and contrasting using geographical methods such as tree maps.
- Comparing development indicators (GNI, infant mortality and life expectancy) and inferring correlations to income and development. Comparative writing.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Year 7 - Passport to the World

Oceania & Australia

- The location of Oceania in the world, some of its key countries (New Zealand, Papua New Guinea, Fiji, Kiribati) and physical features (Great Victorian Desert, Great Barrier Reef, Tropical Rainforests, Darling and Murray River).
- An understanding of climates (Tropical, Temperate, and Arid) in Australia, and that climate has an impact on landscape and ecosystem as well as population distribution. Majority population live on the East Coast.
- An understanding of indigenous culture and impacts of colonisation and consider why Aboriginals are underprivileged today. The factors of deprivation faced by the indigenous tribes today.
- A brief overview of two cities, Cairns and Sydney, including their location and ways of life.
- An understanding of what makes a coral reef environment special, the conditions and interdependent relationships, and what threats and challenges they face

- Locate and describe locations using an Atlas.
- Construct simplified maps with some accuracy and clear presentation
- Reading and describing climate from climate graphs.
- Creating a Choropleth map to show population distribution.
- Reading, note taking from resource sheets.
- Comparing and contrasting data sets to identify what makes a place distinctive.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Year 7 - Passport to the World

North America

- The location of North America in the world, some of its key countries (Canada, Greenland, Mexico, Panama and Caribbean Islands such as Grenada as the most southern extent of NA) and physical features (Colorado River, Rocky Mountains, Great Lakes, Deserts - Death Valley, other features such as the Grand Canyon).
- An understanding that North America is so vast that it has a wide range of climates ranging from (Ice Cap, Tropical, Temperate, and Arid) in North America, and that climate has an impact on landscape and ecosystem as well as population distribution.
- Developing knowledge of the term 'Landscape' and what it means in Geography. Tectonic/ Geomorphic processes influence the flora, which in turn influences the fauna and human activity. This is applied to Yellowstone National park where tectonic activity has formed physical features such as mountains and geysers.
- A brief overview of two cities, Las Vegas and New York, including their location and ways of life. Main function of Las Vegas is tourism. This city shows examples of unsustainable living. New York's function as a world city is Finance. NYC also presents its own challenges.

- Locate and describe locations using an Atlas. Construct simplified maps with some accuracy and clear presentation
- Reading and describing climate from climate graphs.
- Creating a Choropleth map to show population distribution.
- Reading, note taking from resource sheets.
- Comparing and contrasting data sets to identify what makes a place distinctive.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Geographical Enquiries

Tectonic Hazards

- The theory of continental drift and the evidence that has allowed us to try and prove this i.e Rock and mountain correlations.
- To learn how the earth is structured and how this leads to tectonic activity through convection currents, and movements at 4 different plate boundaries. Leading to the creation of new land, earthquakes and volcanoes.
- An understanding of whether or not there is a relationship between magnitude and number of deaths
- Using a case study - Japan Earthquake 2011. Students to reinforce the cause of a tectonic event, learn about a Tsunami forms and the impacts and responses to both natural hazards.
- An overview of the challenges of volcanos, and how risk can be assessed.
- Living in areas prone to Natural Hazards not only has a risk associated but may also present its unique benefits.

- Explain geographical processes sequentially, using attack words accurately.
- Reading and constructing scatter graphs to interpret correlation.
- Analyse which hazard caused greater impact.
- Analyse how well Japan were prepared and to what extent the Japanese could have been prepared. Learn how to recall place specific details.
- Analysis of locational factors to decide if the hazard is worth living next to. Create a sense of place.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Geographical Enquiries

Population

- Students know that world population has increased rapidly for the last 200 years and will continue to grow in the future.
- Understand the concepts of population density and distribution.
- Know reasons for differences in population distribution.
- Students know and understand how to interpret demographic tools for understanding population including the population pyramid and demographic transition model.
- Students use data to help understand likely future outcomes for population growth around the world and what the world population will look like by the end of the century.
- Gain an understanding of resource consumption and how this may be managed in order to more sustainably manage environmental impacts.

- Examine population graphs and statistics. Unpick a world population clock to understand the mechanics of population change.
- Calculate population density for a range of European countries and create a choropleth map to show. Analyse and describe trends and patterns that emerge.
- Describe population density and distribution globally.
- Construct and analyse population pyramids, explaining specific content on the DTM and linking it to development with Gap finder extended answer questions.
- Case studies are crucial to Geography in that they build depth of understanding and help create a sense of place.

Area of
study

Your child will ... (Knowledge)

Your child will be able to...
(Skills)

Geographical Enquiries

Rivers

- Hydrological cycle including inputs, stores, flows and outputs. An introduction to the Drainage Basin.
- Source to mouth and the long profile of a river, including the location of river landforms.
- Geomorphic processes: weathering, erosion, transport and deposition and how the processes interact to create distinctive landforms such as waterfalls, meanders, levees.
- Case study of a UK river. Itchen. How do locals use the river including irrigation, farming, transport and industrial purposes?

- Describing
- Explaining
- Within both of the above - applying the processes
- Photo analysis
- Graphical analysis - long profiles
- Describing and explaining how geomorphic processes shape the landscape and the complex interactions that humans have with rivers.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Geographical Enquiries

UK Settlement and Land use

- There are a range of different settlement types, from small villages to major cities. This is concept visualised within the settlement hierarchy.
- Historically people have migrated from rural to urban areas this is called Rural to Urban migration. Often this is linked to development and push & pull factors. As a result of growing cities there is also an Urbanisation cycle.
- An understanding of how our cities have grown and changed over time, including the industrial revolution and changing social attitudes after world war 2.
- The structure of our cities may have similarities explored with the Burgess (and Hoyt) land use models.
- Cities have changed in their use over time, linked to wider geographical processes such as population growth, industrial decline, transport and communication and the growth of the internet.
- A case study of Southampton and the extent to which the land use models and change over time apply. Cantell School is located in the suburbs of Southampton.

- Analysis of atlas and OS maps. Deploy the use of OS map legend.
- Application of Burgess and Hoyt Models to Southampton on an OS map
- Application of urbanisation cycle to Southampton.
- Investigation skills - design a methodology, collect data, present and analyse data, draw conclusions and evaluate the success of the investigation.

Area of
study

Your child will ... (Knowledge)

Your child will be able to...
(Skills)

Geographical Enquiries

River Flooding

- Revisiting Geomorphic processes of Erosion, transportation and Deposition and how the river basin operates.
- Enquiry:
- What is infiltration and what factors can cause rates of infiltration to vary?
- Hydrographs, Rising limb, falling limb and lag time.
- There are many human and physical variables that can influence hydrographs?
- A landscape has the ability to influence the chance of flood events occurring. This is studied through a flood event where both Physical and Human factors led to flooding.
- How can flooding be minimised or prevented? Hard and Soft engineering solutions are explored in order to determine if they are sustainable or not.

- Enquiry skills: Show the ability to pose a geographical question. Then design a methodology, collect, present and analyse data in order to draw a conclusion.
- Hydrograph analysis. Reading line graphs accurately to determine river discharge levels.
- Explaining geographical processes accurately.
- Analysing factors to assess the causes and impacts.
- Creative thinking.
- Linking solutions to the impact on landscape and people.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Geographical Enquiries

Tourism

- Tourism occurs on a variety of scales and for a variety of reasons, including human, physical, cultural or entertainment
- Often tourism occurs at 'Honey Pot' sites which can lead to positive impacts and unique challenges. These are explored through the pillars of sustainability.
- Local and international geography: Coastal developments have a unique sense of place for a variety of reasons. Southampton is a cruise capital gateway. This is compared Tolo, Greece and to the unique sense of place offered by the Galapagos. How is tourism beneficial and does tourism need managing sustainably?
- Mass tourism in Nepal has many positives and negatives. Students need to determine the pros and cons, understand that much of the tourism is unsustainable, and that eco-tourism principles can be applied.
- This lesson should culminate in deep knowledge about location, attraction, and types of holiday. Finally, students should be able to rewrite a typical holiday applying the principles of Ecotourism.
- Mass tourism in Kenya has many positives and negatives. Students need to determine the pros and cons, understand that much of the tourism is unsustainable, and that eco-tourism principles can be applied.
- This lesson should culminate in deep knowledge about location, attraction, and types of holiday. Finally, students
- Having studied two locations. Students take a deep dive into the countries study trends linked to levels of development.

- Analysis of location. Place? What makes a places special? Landscape, history, industry, culture, activities.
- Reading to find important information.
- Describe and explain appeal.
- GIS/ Google Maps explore resorts.
- Interpretation of views.
- Analysis of the Impacts of tourism both positive and negative using the pillars of sustainability.
- Determine the pros and cons, understand that much of the tourism is unsustainable, and that eco-tourism principles can be applied
- Analysing the Cost Benefit of tourists in Kenya.
- Analysing a typical holiday in the grasslands and applying the concepts of ecotourism to improve the holiday in order to make it more sustainable.
- Making complex links between landscape, tourism, and development.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Weather and Climate

- Students have knowledge of WHY and HOW we measure the weather, including knowledge of instruments that can be used to collect data and how it can be presented.
- Students know that temperature varies around the world, and that there are a series of physical causes that result in this temperature variation including Latitude, Season, Ocean currents, Altitude, Distance from the Sea etc.
- Students understand various reasons why it rains and how these reasons are likely to be determined by distance from the equator and other localised conditions.
- Students understand the prevailing weather conditions associated with high and low pressure.
- Students understand reasons for UK climate along with variability from N/S and W/E
- Students understand the causes, impacts and responses to a tropical storm through a case study.

- Collect and record weather data from various sites around the school using a range of instruments including thermometer, anemometer, and light meter.
- Present collected weather data in a series of charts, tables and graphs. Provide analysis on results and draw conclusions. Evaluate investigation.
- Students take notes, sketch diagrams, sequence explanations and write explanations in their own words.
- AT the end of the process, students should be able to use an Atlas and existing knowledge to predict the reasons for difference in temperature in June and July and at various points around the world.
- Sketch diagrams and sequence explanations. Cross curricular connection to science involving recall and revisiting prior learning from KS2 and 3.
- Begin to tie weather and climate to climate zones/biomes - e.g. hot deserts associated with consistent sinking air.
- HPA students to begin to make connections between this unit and global circulation of the atmosphere (KS4)
- Applying understanding of all the previous learning on types of rainfall, temperature variation etc.
- Case studies are crucial to Geography in that they build depth of understanding and help create a sense of place.
- Students will remember and recall information, learn key facts and figures, build a fact file and need the information for an extended answer during the end of unit test.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Globalisation

- An overview of Globalisation as a concept – the idea that the world is becoming ever more interconnected.
- Thee driving forces behind Globalisation and how they can be of both a benefit and a hindrance to the development of nations around the world.
- A deep dive into Economic Globalisation, and how companies can exploit global forces in order to become powerful transnational entities, and the challenges that this might bring
- A deep dive into Cultural Globalisation, with an exploration of the values and strategies of the Disney Corporation and how the company has become a global business but also how they have been shaped by global forces over time.
- A deep dive into the politics of Globlisation, with an examination of multinational organisations including the International Panel on Climate Control, and the United Nations Goals for Sustainable Development

- Reading for comprehension
- Analysing locational factors and explaining accurately
- Analysing Social, Environmental and Economic impacts
- EMPOWER presentation skills.
- Delivery of important information through accurate verbal explanations.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Ecosystems and Threats

- The location of ecosystems vary according to latitude, altitude and distance from the sea.
- The difference between an Ecosystem and Biome.
- All ecosystems and Biomes are interdependent. Made up of Biotic and Abiotic factors
- Ecosystems have distinct distributions and characteristics influenced by location and latitude. These characteristics can be observed through flora, fauna, food webs, nutrients cycles, human activities. Students will study these threats through the Rainforest and Savannah regions.
- There are a variety of threats and consequences of human activity at a variety of scales in ecosystems. Students will study these threats through the Polar and Savannah regions.
- Desertification in the Savannah has the capacity to negatively impact millions. Solutions can be sought. Rock rows to reduce surface run off and trap organic matter.
- A close look at the Great Green Wall, a project in North Africa to prevent desertification and evaluation of its success

- Locate and describe locations (distribution) using an Atlas.
- Be able to describe latitude.
- Analysing locational factors
- Interpreting Biotic and Abiotic components. Describing landscapes using specific methods
- Reading and interpreting climate graphs/ nutrient cycles. Describing climate graphs/ nutrient cycles.
- Analysis of local and global decisions that have impacts on people.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Resources

- What is a resource? Students explore the resources that are most valuable to us as a species, how we exploit them, and how sustainable is their use.
- A deep dive into water scarcity in Qatar, exploring the reasons behind water scarcity, solutions that have been found and the environmental challenges posed
- An understanding of fossil fuels, their historical use, advantages and connections to climate change
- An understanding of the options for renewable sources of energy in the UK
- An overview of the current situation with regard to energy use in the UK, with an emphasis on understanding the challenges presented by phasing out the use of fossil fuels and moving towards a low-carbon economy

- Interpreting complex Geographical sources in order to describe distribution.
- Analysing locational factors and explaining accurately
- Debating skills. Recognising other points of view.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Economic Development

- Definitions of development within AC, EDC, LIDC.
- Progress and improvements over time, within an area or region, shown by Social, Economic and Environmental development indicators such as Quality of Life, GNI per capita, Death rate, Birth rate, HDI
- World development is uneven. Development can be considered alongside models such as Rostow and the Demographic Transition Model.
- There are Human and Physical factors that influence levels of development within countries. Russia shows this with varying levels of development within the country and is classified as an EDC when compared to other nations.
- That EDCs are particular complex in their development, with particular areas of strengths and weaknesses, linked to human and physical factors. Factors such as corruption and unfair wealth distribution.

- To be able to define indicators and assess the strengths/weaknesses of each. To be able to use an atlas collect data and plot a scatter graph of bivariate data.
- Use atlases, maps and indicator knowledge together to see patterns.
- Use photos, atlases to understand complexities of development.
- Use maps and resources to gather information and explain the complex relationship between landscape, location, the impact on humans.

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Coasts

- Waves obtain their energy from the wind. Water does not move until it meets the land. Energy passes through the water in a circular motion.
- Geomorphic processes on the Coast have the ability to shape it. Along the coastline features of erosion or deposition can be found which may change over time as part of a dynamic system.
- Geology can also influence how the coast interacts with the landscape. Through the Case Study of Happisburgh, geology, rates of erosion, impact of erosion and coastal protection methods are learned.

- Communicate knowledge and understanding of geographical process and concepts.
- Accurately recall definitions
- Interpreting Ariel photographs
- Literacy links.
- There is complex relation between Human and Landscapes that students need to explain.
- Analysis of geographical sources and data. Students conduct a cost benefits exercise in order to reach a decision about the level of protection that should be put in place for Happisburgh.