

# Geography Curriculum Overview

## Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Sustainably	Our United Kingdom	River Processes and Landscapes	Our Developing World		Fieldwork
Topic Objectives	Evaluating the importance of our world being socially, economically and environmentally sustainable.	Exploring the diversity of the UK landscape and Population.	Exploring the course of the river and understand its landforms, opportunities and challenges.	Assessing the causes and consequences of uneven development.		Evaluating if Fareham Academy is environmentally friendly.
Acquired Knowledge/ Skills	<p>Explain the possibilities surrounding the demise of the Rapanui tribe.</p> <p>Create a range of methods to improve standards of living in a squatter settlement and justify their effectiveness.</p> <p>Justify different stakeholders' point of view when building a hydroelectric dam.</p>	<p>Studying the range of landscapes in the UK while using contour lines.</p> <p>Evaluating whether the north south divide will always exist within the UK.</p> <p>Assessing the importance of Portsmouth.</p> <p>Assessing the impact of migration.</p>	<p>Explaining the Hydrological cycle.</p> <p>Explaining how waterfalls and gorges develop over time.</p> <p>Assessing the extent rivers are important.</p> <p>Studying Victoria falls and applying map skills to the area.</p>	<p>Explaining why the world is economically unequal.</p> <p>Explaining how development is measured.</p> <p>Assessing the greatest cause of the development gap.</p> <p>Assessing the effectiveness of aid and trade in reducing the development gap.</p>		<p>Using GIS to manipulate primary data to facilitate an analysis, conclusion and evaluation of our enquiry.</p> <p>Data collection location of bins, environmental quality survey and wasted electricity</p> <p>Data presentation bar graph, radial graph, dot map and proportional symbols.</p>
Assessments	Learning Review	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment		Write-up of the Fieldwork Enquiry

Other Links (e.g. SMSC, FBV, Greener Curriculum)	(FBV) (GC) Democratic voting, tolerance of other stakeholders and deforestation.  (GC) Impact of tourism on Mount Everest.  (GC) Ecocide on Easter Island.	(FBV) Tolerance of others and indivial liberty through migration.	(GC) Causes of flooding.	(FBV) Corruption of governments.  (SMSC) Cultural connections with LICS.	(GC) Environmental quality survey of the school.
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