

GEOGRAPHY YEAR 7

Curriculum core purpose. Intent

Year 7 curriculum is based on developing ideas from local scale to global. Starting with exploring their local area then moving onto look at Europe, HICs, LICs and NEEs in order to understand their place in the world. Curriculum is fit for 21st century by developing their critical thinking around current affairs, geopolitics and the interaction between human and physical geography of our planet. This will be looked at through the rivers unit and the management of rivers in human environments; in population through the impacts of population growth on the natural environment and the chewing gum investigation which brings all these elements together in an investigative approach.

One key aim has been developing knowledge early so that key terms are confidently embedded within the geography classroom in order to achieve high success rates. In particular focussing on key processes for physical geography, for example the creation of landforms and the processes involved in this.

Our curriculum aims prepare students with the skills for their next steps by utilising the methods developed by English in their extended writing, looking at metacognition when breaking down questions. We have created a diverse and rich programme of study covering a variety of topics which is sustainable because it helps develop learners for their future not only academically but to make them well rounded citizens who are geographically aware.

This year is focussed on assessing prior learning from KS2, filling in gaps where necessary and ensuring students are where we would like them to be to start year 8.

Geography has responded to SMSC by looking at current affairs from local to global considering morality, ethics and having a safe space to discuss these.

Population Design-Rationale

Content-Knowledge and Skills.

The skills focussed on are; geographical skills, changing landscapes, physical processes, wider world knowledge, people on our planet and an investigation unit.

Subject specific pedagogy

In geography we teach geographical skills such as scale, grid references. We also teach them to be more analytical thinkers particularly when linking the human and physical environment. We also developed literacy for geography as high priority looking at PEEL paragraphs and describe, explain and assess questions. Physical processes in geography is another key aim taught by using physical examples in order to bring abstract to reality. Linked to this is the investigation approach at the end of the year which brings in the practical element of geography, such as the chewing gum investigation.

Resources and support

We have developed structure strips in order to help students with extended writing tasks. Key terms are incorporated within every lesson. We have developed core, challenge and challenge+ tasks to encourage all students to aim high. Department has been well resourced with a consistent approach to teaching and learning throughout. All resources are stored on a shared one drive. We have invested in reading rulers, literacy mats, post its and have a very positive approach to behaviour to ensure all students achieve their potential in geography.

Feedback, assessment and progress.	Habits
<p>How are students assessed? How does this demonstrate progress? <i>Students are assessed through weekly homework knowledge quizzes, attainment throughout each lesson is routinely assessment through formative methods. Students also undertake an end of term assessment which is cumulative in order to suitably prepare them for the rigors of GCSE. These are designed to reflect the current GCSE format and be accessible to all of our learners.</i></p> <p>How do children receive feedback on their learning? <i>Students are marked on extended writing tasks, including SpAG, use of terminology, their level of explanation and analysis and use of geographical examples. They respond to this through feedback DIRT lessons and feed forward. Next steps are always given. We use exemplar student examples to showcase models of good work. Peer and self-assessment are used regularly including colour coding and highlighting so that students can critique their own work.</i></p> <p>How is feedback used to inform planning/ SoL? <i>Lessons have been adapted to incorporate the 3 levels of challenge so that students are more driven and are able to self-regulate their learning. DIRT tasks have been developed so that feedback is both reflective, responsive and appropriate to the needs of the students. In class AfL is used to develop last lessons, last week, last year questions to address any gaps in knowledge.</i></p>	<p>Resilience – <i>don't accept don't knows, safe classroom environment where there is no worry to 'get it wrong'. Applying next steps, responding to teacher feedback.</i></p> <p>Independence – <i>Students thing of their own targets, independent work particularly on extended writing tasks.</i></p> <p>Ambition – <i>students encouraged to complete challenge and challenge + tasks. Positive praise and habit cards awarded.</i></p> <p>Collaboration – <i>many group activity tasks planned throughout. Lots of class discussion.</i></p> <p>Creativity – <i>explore different ways to look at problems – particularly looking at solutions. Within each unit there is a practical application task. For example a 3D drainage basin and chewing gum factory task.</i></p>