

Geography

The geography curriculum at Soar Valley allows all students to access to a range of experiences that will:

- help them appreciate and make sense of the awe-inspiring world in which they live,
- create enquiring minds that are interested in geographical issues that affect us now and, in the future,
- give them challenging opportunities to experience the connections between people, place and the environment on a variety of scales.

The geography curriculum inspires students to appreciate the world of geography by building on their introduction to geography at primary school. It develops and embeds key knowledge and skills required throughout Key Stage 3 to investigate a wide range of geographical concepts and issues. During Year 7, students will focus on, and gain, a deeper understanding of the geography of the local area and the UK through varied topics covering aspects of human, physical and environmental geography and the interconnections between them.

Topics covered:

Why should geography matter to me? Students identify the core components and themes in studying geography including the physical, human and environmental features of our world. It encourages students to reflect on the value of studying geography as a multidisciplinary subject that can lead to a vast range of potential careers in the future.

What skills do geographer's use? Students will practice and develop a wide range of skills that are required to be successful geographers. This includes the interpretation and analysis of geographical data from maps, atlases, Geographical Information Systems and photographs. Student's will also apply the geographical process of enquiry to carry out fieldwork on the school site.

Investigating the Geography of Leicester: The geographical enquiry process is used to investigate the physical, human and environmental geographical features of Leicester. Student's will assess the sustainability of the local area through a fieldwork enquiry.

How developed is the UK? Examines how and why some countries are richer and more developed than others. Students will use development indicators to assess the level of development of the UK, how this has changed over time and what factors have influenced this change.

What makes the landscape of the UK distinctive? Students explore the varied physical geography of the UK by identifying and explaining how coastal, river and glacial landforms have been created over time.

What contemporary issues does the UK face? This is a synoptic unit which brings together students' knowledge and understanding from across the year to help them investigate current issues / problems that the UK faces. It encourages students to think about how these challenges could be sustainably managed.

What parents can do to help:

Encourage your child to discuss what they have learnt in their geography lessons and what homework tasks they have been set. Support them to take an interest in local and world news and discuss how their own lives are connected to the world around them. Encourage students to understand their role as a global citizen to make sure we all make sustainable choices for the future.

Useful websites:

BBC Bitesize KS3 Geography <https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

Investigating students' local area using Google Earth. <https://www.google.com/earth/>

Reading contemporary news articles relating to the themes under investigation

http://www.bbc.co.uk/news/science_and_environment/

Year 7 GEOGRAPHY - LOCAL AND NATIONAL SCALE

<p>Autumn Term 1 What: Unit 1: Why should Geography matter to me? P/H 4 weeks</p>	<p>Autumn Term 1 / 2 What: Unit 2: What skills do Geographers use? P/H 4 weeks</p>	<p>Autumn Term 2 What: Unit 3 Investigating the Geography of Leicester P/H 8 weeks</p>	<p>Spring Term 1 What: Unit 3 How developed is the UK? H 6 weeks</p>	<p>Spring Term 2 What: Unit 4 what makes the landscape of the UK distinctive? Coasts & Rivers P 10 weeks</p>	<p>Summer Term What: Unit 5 What contemporary issues does the UK face? P / H 6 weeks</p>
<p>Why: This allows students to understand the core components and themes of the study of geography and why it is important to study.</p>	<p>Why: Develops the core skills geographers need to study the subject, including the geographical enquiry process, use of globes atlases and maps, interpreting maps, using examples of the geography of the UK. School-based fieldwork allows students to apply the geographical enquiry process, investigating the school's microclimate.</p>	<p>Why: Allows students to apply their understanding of core geographical concepts and skills (substantive and procedural knowledge) learnt so far and apply them in their local setting. Includes fieldwork on the environmental sustainability of the local area.</p>	<p>Why: Introduces students to the UK's place within the World and how it compares with other countries. The unit introduces foundational concepts of international development and why countries vary. It focuses on the reasons why the UK is an AC by looking at population characteristics and economic activity.</p>	<p>Why: Identifies the distinctive landscapes of the UK including coastal, river and glacial landscapes. Students will develop their knowledge on physical processes and the interaction between these and human processes to influence and change landscapes overtime.</p>	<p>Why: Applies prior knowledge to contemporary challenges that the UK faces and provides opportunities for students to assess possible solutions e.g. Energy crisis Housing crisis Migration and urban growth Changing climate Flooding Loss of biodiversity</p>
<p>Assessment: Focus Task: None Baseline assessment</p>	<p>Assessment: Focus Task: Geography of the UK – atlas / map skills End of unit summative test</p>	<p>Assessment: Focus task: What is Leicester like? End of unit summative test</p>	<p>Assessment: Focus task: How developed is the UK? Analysing development indicators End of unit summative test</p>	<p>Assessment: Focus task: Location of distinctive landscapes and geomorphic processes End of unit summative test</p>	<p>Assessment: Focus task: DME of future solutions? End of year summative test</p>
<p>Why Now: Allows for assessment of student's prior knowledge from KS2. Introduces core substantive knowledge to gain a curiosity for the subject and why it is important to study.</p>	<p>Why now: Applies knowledge from unit 1 to allow students to develop core substantive and procedural knowledge to help students study the subject throughout KS3.</p>	<p>Why Now: Application of knowledge from unit one allows students to experience familiar locations associated with SVC and the local area.</p>	<p>Why Now: Broadens the scale of study from local to national, to investigate the human geography of the UK.</p>	<p>Why Now: Broadens the scale of study from local to national, to investigate the main physical features of the UK and the processes that have influenced them.</p>	<p>Why Now: Synoptic unit which draws on knowledge from across the year.</p>