KS3 GEOGRAPHY (Year 7)

{ It's your planet!, Maps and mapping, About the UK, Glaciers, Rivers, Africa}

GEOGRAPHY

Year 7 Key Stage 3 Geography – Programme of study

It's your planet!

Locational knowledge:

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world

Place knowledge:

- understand geographical similarities, differences and links between places

Human and physical geography:

- understand … geological timescales and plate tectonics
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork:

build on their knowledge … maps and atlases and apply and develop this knowledge

Lesson objective	Chapter goals
It's your planet!	By the end of this chapter, most students should be able to answer these questions: • How was Earth formed, and about how long ago? • Around when did humans like us (*Homo sapiens*) first appear – and where? • Around when did we first arrive in the land that's now the UK? • When was the Precambrian eon, and what life existed then? • Give one fact about each of these periods, in the geological timescale: *Carboniferous, Permian, Jurassic, Quaternary*. • Give three examples of natural processes that change Earth. • Give three examples of ways we humans change Earth. • What kinds of things will you learn about, in each of these branches of geography? *physical geography, human geography, environmental geography*
Earth's story: it begins with a bang To find out how the Earth was formed and how life began.	
Earth's story: life develops To learn how life on Earth developed	
Earth's story: the timescale To understand the Earth's history – the geological timescale.	
Our time on Earth To understand that humans have been on Earth for a short time, and how we spread around the world	
Health and Safety	
Our place on Earth To look at some of the different places people live in.	
Earth: a very special planet To understand the Earth's place in the solar system and what the Earth is like.	
Changing Earth To find out how natural processes and humans are changing Earth.	
It's all geography! To find out how geography helps us to understand the world, and about different kinds of geography – physical, human and environmental.	
What is a Global Citizen? Oxfam sees the global citizen as someone who: • is aware of the wider world and has a sense of their own role as a world citizen • respects and values diversity • has an understanding of how the world works • is passionately committed to social justice • participates in the community at a range of levels, from the local to the global • works with others to make the world a more equitable and sustainable place • takes responsibility for their actions.	

Year 7 Key Stage 3 Geography: Programme of Study

Maps and mapping

Locational knowledge:

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world

Place knowledge:

- understand geographical similarities, differences and links between places

Human and physical geography:

- understand how human and physical processes interact to influence, and change landscapes

Geographical skills and fieldwork:

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge

interpret OS maps … including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photos

Lesson objective	
Maps and mapping	
Mapping connections To explore how we are connected to people and places all over Earth, and how this can be shown using maps.	By the end of this chapter, most students should be able to answer these questions: • In what ways am I connected to people and places all over the world? • What are mental maps, and how can I make mine better? • What does the scale on a map tell me? • What is the difference between a sketch map, and the maps in an atlas? • What are grid references, and how do I use them to find places? • How can I measure distance on a map? • What are the compass points, and why are they useful? What are OS maps and what kinds of things do they show?
A plan of Walter's room To learn what a plan is, and what scale tells you.	
Your mental maps To find out what mental maps are, and to draw a sketch map.	
Real maps To compare a photo, a sketch map and a map drawn to scale.	
Using grid references To learn how to find places on a map using four- and six-figure grid references.	
How far? To learn how to find the distance between places on a map.	
Which direction? To learn how to give and follow directions, using North, South, East and West.	
Ordnance Survey maps To learn what OS maps are, what they show, and how to use them.	
How high? To learn how height is shown on an OS map.	
Where on Earth? To learn about lines of latitude and longitude and how to use them to locate places on Earth.	

Year 7 Key Stage 3 Geography: Programme of Study

About the UK

Locational knowledge:

- extend their locational knowledge and deepen their spatial awareness of the world's countries.

Place knowledge:

- understand geographical similarities, differences, and the links between places through the study of their human and physical geography.

Human and physical geography:

- understand … the key processes in:
  - physical geography relating to: … weather and climate.
  - human geography relating to population and urbanisation; … economic activity in the primary, secondary, tertiary and quaternary sectors.

Geographical skills and fieldwork:

build on their knowledge of … maps and atlases and use these tools routinely in the classroom.

Lesson objective	
About the UK	
Your island home To learn about the UK's main physical features.	By the end of this chapter, most students should be able to answer these questions: • Which countries and nations make up the British Isles? • The UK has several mountain ranges. Where? And what are their names? • Name at least six of the UK's main rivers, and describe where they are. • Which parts of the UK are the warmest, coldest, wettest, and driest? Describe the patterns. • Which parts of the UK are the most crowded? And least crowded? • Name at least six of the UK's biggest cities, and say where they are. • Give at least four facts about the UK's economy. Give at least four geographical facts about London, the UK's capital city.
It's a jigsaw! To find out how we have divided up the British Isles.	
What's our weather like? To learn about weather patterns across the UK.	
Who are we? To find out how we are all descended from immigrants.	
Health and Safety	
Where do we live? To find out how population is spread around the UK.	
How are we doing? To explore different aspects of the UK.	
London: our capital city To learn about London and how its population has grown.	

Year 7 Key Stage 3 Geography: Programme of Study

Glaciers

Locational knowledge:

- extend their locational knowledge and deepen their spatial awareness of the world's countries

Place knowledge:

- understand geographical similarities, differences, and the links between places through the study of their human and physical geography.

Human and physical geography:

- understand … the key processes in glaciation.
- understand how human and physical processes interact to influence and change landscapes, the environment and climate.

Geographical skills and fieldwork:

- build on their knowledge of globes, maps and atlases and use these tools routinely in the classroom and field.

interpret Ordnance Survey maps in the classroom … including grid references and scale.

Lesson objective	
Glaciers	By the end of this chapter, most students should be able to answer these questions:
Your place … 20 000 years ago! To find out what the UK was like 20 000 years ago, and why.	
Glaciers: what and where? To find out which parts of the Earth are covered in ice today, and what glaciers are.	• What are glaciers made of and how do they form?
Glaciers at work To find out how glaciers shape the landscape.	
Landforms shaped by erosion – part 1 To get an overview of glacial landforms created by erosion, and to understand how corries, arêtes and pyramidal peaks are formed.	• What is the difference between an ice sheet and a mountain glacier?
Landforms shaped by erosion – part 2 To understand how U-shaped valleys and hanging valleys are formed.	• Where would I see glaciers on Earth today?
Landforms created by deposition To learn about landforms created by glacial deposition – moraines, erratics and drumlins	• Where would I have seen glaciers in Britain, 20 000 years ago?
Glacial landforms on an OS map. To recognise glacial landforms on an OS map.	• How do glaciers shape the land they flow over?
Glaciers and us To explore the importance of glaciers today.	• How are these formed: *corries, arêtes, pyramidal peaks, U-shaped valleys, hanging valleys*?
What is a Global Citizen? Oxfam sees the global citizen as someone who: • is aware of the wider world and has a sense of their own role as a world citizen • respects and values diversity • has an understanding of how the world works • is passionately committed to social justice • participates in the community at a range of levels, from the local to the global • works with others to make the world a more equitable and sustainable place • takes responsibility for their actions.	• Which glacial landforms can I pick out, on an OS map? In what two ways can glaciers benefit humans?

Year 7 Key Stage 3 Geography: Programme of Study

Rivers

Locational knowledge:

- extend their locational knowledge and deepen their spatial awareness of the world's countries.

Place knowledge:

- understand geographical similarities, differences and links between places through the study of human and physical geography.

Human and physical geography:

- understand … the key processes in hydrology.
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

Geographical skills and fieldwork:

- build on their knowledge of … maps … and apply and develop this knowledge

interpret Ordnance Survey maps in the classroom … including using grid references and scale.

Lesson objective	
Rivers	By the end of this chapter, most students should be able to answer these questions: • What is the water cycle? • How does the rainfall from the water cycle feed a river? • How do rivers shape the land? • How are these formed: *V-shaped valleys, waterfalls, gorges, meanders, oxbow lakes*? • In what kinds of ways do we use rivers? (At least five.) • What causes floods? Which three factors make flooding more likely? • Where does the River Thames rise, and which sea does it flow into? Name at least six settlements (cities, towns, villages) on the River Thames.
Meet the River Thames To learn about the River Thames (England's longest river) and its journey from source to sea.	
It's the water cycle at work To find out what the water cycle is, how important it is, and how rainwater reaches the river.	
A closer look at a river To learn about the river's course from source to mouth, and have another look at the River Thames.	
A river at work To find out how a river changes the land it flows over.	
Five landforms created by the river To find out about five landforms that rivers create.	
Rivers and us: To find out how we use rivers, with the River Thames as an example.	
Our water supply To find out how we depend on rain from the water cycle for our water supply.	
Floods! To learn what floods are, and what causes them.	
Flooding on the River Thames To explore flooding on the River Thames in 2012.	
Protecting ourselves from floods To find out about how we can reduce the risk of flooding, and how we can protect ourselves from floods.	
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Year 7 Key Stage 3 Geography: Programme of Study

Africa

Locational knowledge:

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps … to focus on Africa … focusing on its environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

Place knowledge:

- understand geographical similarities, differences, and the links between places through the study of their human and physical geography.

Human and physical geography:

- understand … the key processes in:
  - physical geography relating to: … weather and climate
  - human geography relating to: … population and urbanisation … and the use of natural resources.
- understand how human and physical processes interact to influence and change landscapes, the environment and climate.

Geographical skills and fieldwork:

build on their knowledge of … maps and atlases and use these tools routinely in the classroom.

Lesson objective	
Africa	By the end of this chapter, most students should be able to: • Know where Africa is (point it out on a map of the world). • Describe their mental map of Africa. • Know that some European countries played a big part in creating today's map of Africa. Explain how and name at least three of them. • Name *at least* 12 Africancountries and their capitals, and say roughly where they are. • Give at least five facts about the human geography of Africa – about people and their lives. For example, how big is the population? Name Africa's four main biomes and give at least four facts about each of them. You should be able to mark them roughly on a sketch map of Africa.
What and where is Africa? To compare Africa with other continents, and think about mental images of Africa.	
A little history To find out about Africa's history, from the time the Europeans first arrived.	
Africa today To get an overview of Africa.	
Africa's countries To find out about Africa's countries, capitals, and regions.	
Population distribution in Africa To learn about where people live in Africa.	
Africa's physical features To learn about Africa's key physical features.	
Africa's biomes To learn about Africa's four main biomes.	
What is a Global Citizen? Oxfam sees the global citizen as someone who: • is aware of the wider world and has a sense of their own role as a world citizen • respects and values diversity • has an understanding of how the world works • is passionately committed to social justice • participates in the community at a range of levels, from the local to the global • works with others to make the world a more equitable and sustainable place • takes responsibility for their actions	

Dr. Raouf Khodabocus, February 2020