

## YEAR 7 GEOGRAPHY

<b>YEAR 7 Geography INTENT</b>	Students are introduced to a range geographical skills and knowledge; they begin to understand the geographical processes taking place in their local area before extending this knowledge to consider wider geographical topics.
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<b>Exam Information (Y10-11)</b>	<b>Board:</b>	AQA
	<b>Qualification:</b>	GCSE Geography
	<b>Website link to specification/resources:</b>	<a href="#">AQA   Geography   GCSE   Geography</a>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Map Skills	Asia	Coasts	Brazil	Earthquakes and Volcanoes	Earthquakes and Volcanoes
<p>How to use a compass How to use Symbols How to use Grid references Calculating Scale Using Contour lines</p>	<p>Location of Asia Factors that affect climate Different ecosystems and climate within each. How to describe culture. Global/Continent/Local Scale. Impacts of Tourism Discovering different cultural traditions.</p>	<p>Famous UK coastal landforms Coastal processes Long shore drift Coastal protection</p>	<p>Ecosystems Migration Favelas Urban challenges Urban redevelopment</p>	<p>Plate tectonic theory How earthquakes and volcanoes are formed How to prepare for a tectonic hazard.</p>	<p>Structure of volcano Impacts of a volcanic eruption.  Why do some people live by volcanoes?</p>
<p><b>Can do statement 3 (M):</b> Students can accurately describe locations using <b>Map Skills</b> and interpret <b>Places</b>. Students can use a range of geographical keywords to describe <b>environments</b>.</p> <p><b>Can do statement 2 (S):</b> Students can describe locations using <b>Map Skills</b> with some accuracy. Students can interpret <b>Places</b> and describe <b>environments</b>.</p> <p><b>Can do statement 1 (D):</b> Students can begin to describe locations using <b>Map Skills</b> and interpret <b>Places</b>. Students occasionally use geographical keywords to describe <b>environments</b>.</p>	<p><b>Can do statement 3 (M):</b> Students use a range of map skills to locate Asia, as well as developing a detailed knowledge of Asian culture (in at least 2 countries). They have a thorough understanding of the ecosystems and climate.</p> <p><b>Can do statement 2 (S):</b> Students have a secure knowledge of map skills to locate Asia, and can outline the culture of an Asian culture, in addition to describing the physical environment.</p> <p><b>Can do statement 1 (D):</b> Students can use some Map skills to describe the location of Asia, they can state features of Asian culture and ecosystems in Asia.</p>	<p><b>Can do statement 3 (M):</b> Students can name and accurately locate UK coastal landforms and explain the physical processes which make them. They can decide on a sustainable way to protect the coast.</p> <p><b>Can do statement 2 (S):</b> Students can name and locate a few coastal landforms and explain in simple statements how they form. They can explain the different hard and soft engineering methods.</p> <p><b>Can do statement 1 (D):</b> Students can name UK coastal landforms and begin to say how they are made. They can name some ways of protecting the coast.</p>	<p><b>Can do statement 3 (M):</b> Students have a detailed understanding of opportunities and challenges, as well as the different environments. They are able to communicate effectively.</p> <p><b>Can do statement 2 (S):</b> Students have knowledge of opportunities and challenges, as well as the environments. Communication is clear and uses examples.</p> <p><b>Can do statement 1 (D):</b> Students can describe what the favelas are like, as well as naming ecosystems in Brazil, they communicate clearly.</p>	<p><b>Can do statement 3 (M):</b> Students can explain plate margins, and the short/long term impacts of earthquakes/volcanoes, linking these to strategies to reduce the impacts.</p> <p><b>Can do statement 2 (S):</b> Students can describe what occurs at plate margins, name impacts and give examples of ways to reduce the impacts.</p> <p><b>Can do statement 1 (D):</b> Students can describe what an earthquake/volcano is as well as naming some impacts and how we can reduce the damage.</p>	<p><b>Can do statement 3 (M):</b> Students can explain plate margins, and the short/long term impacts of earthquakes/volcanoes, linking these to strategies to reduce the impacts.</p> <p><b>Can do statement 2 (S):</b> Students can describe what occurs at plate margins, name impacts and give examples of ways to reduce the impacts.</p> <p><b>Can do statement 1 (D):</b> Students can describe what an earthquake/volcano is as well as naming some impacts and how we can reduce the damage.</p>