











# CURRICULUM MAP FOR: GEOGRAPHY YEAR 7

<p><b><u>Topic 1: Becoming a good geographer</u></b></p> <p><b>What is geography?</b> Geography is the study of place and the relationship between people and the environment. Geography consists of physical geography (the natural world) and human geography (man-made elements). Environmental geography is how people affect our planet.</p> <p><b>Where in the world?</b> Wolverhampton is located in the West Midlands in the UK. The UK is made up of: England, Scotland, Wales and Northern Ireland. There are seven continents: Europe, North America, South America, Asia, Africa, Oceania and Antarctica. There are five oceans: the Pacific, Indian, Atlantic, Southern and Arctic.</p> <p><b>What are compass directions and sketch maps?</b> There are eight points on a compass: north, south, east, west, north-east, south-east, north-west and south-west. A sketch map simplifies what is shown on a map and only shows features of particular interest.</p> <p><b>What are map symbols?</b> OS map symbols are used to save space and make it easier to read maps and understand the landscape. They can be drawings, letters, lines, shortened words or areas of colour.</p> <p><b>What are four figure grid references?</b> Four figure grid references show precise locations on a map. We find them by using the phrase 'along the corridor and up the stairs'.</p> <p><b>What are six figure grid references?</b> Six figure grid reference show even more precise locations on a map. They tell us where something is located with a grid square.</p> <p><b>How is height shown on maps?</b> Height is shown on a map in three ways: colour shading (different colours to show different heights), spot heights (black dots with the height of land stated) and contour lines (lines which join up areas of the same height).</p> <p><b>How do geographers use GIS?</b> GIS (geographical information system) uses digital maps and information to help us make decisions, solve problems and help plan life for the future e.g. for fast aid</p>		<p>Guided reading opportunity – how do geographers use GIS? Pupils explore wind farms, cinema and fast aid.</p>
		<p>Written opportunity – explanation of why six figure grid references are more important than four figure grid references.</p>
		<ul style="list-style-type: none"> <li>• 'Turn and talk' opportunity – what is geography? Discussion of example of physical and human geography</li> <li>• 'Turn and talk' opportunity – what are map symbols? Discussion of symbol meanings</li> <li>• 'Turn and talk' opportunity – what are compass directions and sketch maps? Pupils present their sketch map to their partner</li> </ul>
	<p><b>Homework:</b></p>	<p>Complete homework set on Quizlet.</p>
<p><b><u>Topic 2: A wonderful world</u></b></p> <p><b>What is a wonderful world?</b></p>		<p>Guided reading opportunity – why is the Great Barrier reef wonderful? Pupils explore what is threatening the ecosystem</p>



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<p>There are seven new wonders of the world. They hold either cultural, historical or scientific importance. Petra, Chichen Itza and the Colosseum are all examples of wonders of the world.</p> <p><b>Why is the Giants Causeway wonderful?</b> The Giants Causeway is located in Northern Ireland. The Giants Causeway is a product of geology (the study of rocks). Igneous rock has create huge columns which form the natural wonder.</p> <p><b>Why is Death Valley wonderful?</b> Death Valley is located in the USA. Natural factors (climate and geology) transport the rocks across the valley.</p> <p><b>Why is Rio de Janeiro's harbour wonderful?</b> Rio De Janeiro is a city located in Brazil. The bay is a natural wonder however it suffers from raw sewage, rubbish and oil spills.</p> <p><b>Why are Madagascar's animals wonderful?</b> Madagascar is an island located in Africa. It has high levels of biodiversity in its rainforests. Animals have adapted to live there e.g. the lemur has a long tail for balance in the treetops.</p> <p><b>Why is Dubai wonderful?</b> Dubai is a country located in Asia. Dubai has had rapid urbanisation (the increase in the proportion of people living in the city compared to the countryside). Infrastructure has developed to allow this.</p> <p><b>Why is the Great Barrier reef wonderful?</b> The Great Barrier reef is a coral reef off the coast of Australia which supports the life of thousands of species. The Great Barrier reef is threatened due to: climate change, tourism and overfishing.</p> <p><b>Why is Antarctica wonderful?</b> Antarctica is a continent located in the Southern hemisphere. The cold desert ecosystem has no permanent population due to it being the coldest and windiest place on Earth.</p>		<p>Written opportunity – description of what makes a site or place wonderful. Written opportunity – explanation as to whether pupils think the harbour should still be classed as a wonder.</p>
		<ul style="list-style-type: none"> <li>• 'Turn and talk' opportunity – what is a wonderful world? Pupils discuss in groups the seven wonders of the world.</li> <li>• 'Turn and talk' opportunity – why is Rio de Janeiro's harbour wonderful? Pupils describe imagery of the landscape</li> </ul>
	<p>Homework:</p>	<p>Complete homework set on Quizlet.</p>
<p><b>Topic 3: My local area</b></p> <p><b>Where are we?</b> The Black Country is in the county of the West Midlands. It has a high population density.</p>		<p>Guided reading opportunity – what are we famous for? Pupils explore the products the Black Country was famous for producing.</p>
<p><b>What is the geology of the West Midlands?</b> The geology of land changes over millions of years. The West Midlands now has mainly: clay, limestone, coal, sandstone and Iron Ore.</p>		<p>Written opportunity – what is the geology of the West Midlands? Pupils describe a geological map of the West Midlands.</p>






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<p><b>How does our local geology help industry?</b> The Black Country was a key part of the Industrial Revolution. Geology meant that we had all the raw materials needed so many factories and forges were built here.</p> <p><b>What are we famous for?</b> The Black Country is famous for the production of particular products including: glass, chains, nails, locks and keys.</p> <p><b>What jobs are available in our local area?</b> There are four main job sectors: primary, secondary, tertiary and quaternary. Historically, people in the Black Country worked in the secondary sector however now more people are working in the tertiary sector.</p> <p><b>How has urbanisation affected our local area?</b> Urbanisation is the increase in the proportion of people living in the city compared to the country. The Black Country experienced urbanisation as people moved to the area to get jobs in the secondary sector during the Industrial Revolution. Challenges were created e.g. overcrowding but also opportunities e.g. formal employment.</p> <p><b>How has the West Midlands been regenerated?</b> To overcome the challenges of urbanisation, areas of the West Midlands have been regenerated to improve quality of life. This includes the Merry Hill shopping centre and the Steelworks in Brierly Hill.</p> <p><b>How does globalisation affect our local area?</b> There is some secondary employment still found in the West Midlands e.g. Jaguar Landrover. This is evidence of globalisation (the world becoming more interconnected) as the global company decided to base a plant in the West Midlands.</p>		Written opportunity – how does our local geology help industry? Pupils explain why the Black Country is called the Black Country.
		‘Turn and talk’ opportunity – what jobs are available in our local area? Pupils discuss with their partner what jobs their grandparents did compared to what their parents do.
	Homework:	Complete homework set on Quizlet.
<p><b>Topic 4: China</b></p> <p><b>What is the physical geography of China?</b> China is a country located in Asia. Part of the Himalayan Mountain range is found there. It has different climates including...</p> <p><b>What is the human geography of China?</b> China is a densely populated country. China has many cities and landmarks that interest tourists. A famous example is the Great Wall of China.</p> <p><b>What is it like to live in rural China?</b> China has both urban (city) and rural (countryside) areas. People in rural areas e.g. Sichuan are mainly employed in the primary sector as farmers. Quality of life is often lower than the city.</p>		Guided reading opportunities - Case study: what is life like in rural china?
		Written opportunity – what is the physical geography of China? Pupils describe a climate graph of China.
		‘Turn and talk’ opportunity - What are the benefits of living in urban China and why do people move from the countryside.
	Homework:	Complete homework set on Quizlet.



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<p><b>What is it like to live in urban China?</b> People often move to urban areas e.g. Shanghai for job opportunities in the secondary and tertiary sector. Quality of life is often higher than the city.</p> <p><b>Why is China a superpower?</b> China has had rapid development due to economic growth of its manufacturing industry, and high levels of foreign trade and investment. This has happened due to cheap labour, an educated workforce, supply of raw materials and investment.</p> <p><b>Why are there ‘cancer villages’ in China?</b> Economic growth has created environmental impacts including: air pollution, water pollution and oil spills. This has led to higher rates of cancer.</p>		
<p><b>Topic 5: Coasts</b></p> <p><b>What are coastlines and how are they used?</b> A coastline is where the land meets the sea. They are used for many reasons including: tourism, walkers, fishing, oil industry and wind energy.</p>		<p>Guided reading opportunity - Hard engineering and soft engineering strategies.</p> <p>Guided Reading opportunity – The Holderness Coast.</p>
<p><b>Are all the waves the same?</b> There are two types of waves. Constructive waves are low energy and smaller in height. Destructive waves are high energy and taller. They have the power to erode. The swash is the part of the wave that travels up the beach and the backwash is the part of the wave that travels down the beach.</p>		<p>Written opportunity - What type of engineering is the best for defending the coastline.</p>
<p><b>How does erosion shape the coastline?</b> Erosion is the wearing away of sediment. There are four types of erosion: hydraulic action, abrasion, attrition and solution.</p>		<p>‘Turn and talk’ opportunity - What are the different types of waves and where might we see these.</p> <p>‘Turn and talk’ opportunity – Why would people choose to live near the Holderness Coast.</p>
<p><b>How does erosion create coastal landforms?</b> Caves, arches and stacks are created through coastal erosion. A crack appears in the headland which creates a cave due to continued erosion. Further erosion completely erodes the back of the cave until an arch is formed. The base of the arch is eroded until it cannot support the itself and collapses, leaving a vertical column of rock called a stack.</p> <p><b>How does sediment move along the beach?</b> Sediment moves along a beach due to longshore drift. The prevailing wind (the most common wind direction) pushes sediment up the beach diagonally. Gravity then pulls the sediment back down the beach. This repeats, continually moves the sediment along the beach.</p> <p><b>How can we protect the coastline?</b> Sea defences include hard and soft engineering. Hard engineering includes groynes and rock armour and soft</p>	<p>Homework</p>	<p>Complete homework set on Quizlet.</p>

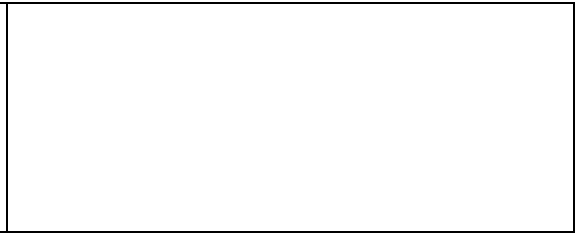


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engineering includes beach reprofiling and sand dune regeneration.

**What are the features of the Holderness coast?**

The Holderness coastline is in the east of England. It is one of Europe's fastest eroding coastlines. It has areas of both erosion and deposition.



## Year 7 Half Term 1: Becoming a good Geographer - Curriculum Related Expectations

### Students can use these subject specialist words:

Physical Geography  
National  
Aerial photography  
Gridlines  
Ordnance Survey  
Contour lines

Human Geography  
International  
4 figure grid reference  
Sketch map  
Symbols  
Colour shading





Local  
Scale  
6 figure grid reference  
Annotations  
Spot heights  
Compass points (N, E, S, W etc).

### Students know:

- What physical and human geography is.
- Where continents/countries/oceans/cities are on a map.
- Where continents/countries/oceans/cities are on a map.
- What a sketch map is.
- How to use and read a compass.
- What map symbols are and why they are important.
- How to use four and six figure grid references.
- How height is shown on a map.
- What GIS is and what it is used for.

### Students can:

- Give examples of physical and human geography.
- Locate continents/countries/oceans/cities on a map.
- Draw a sketch map for their local area.
- Give directions using compass points.
- Identify map symbols.
- State why OS Map symbols are important to geographers.
- Can locate objects using four and six figure grid references.
- State the difference between spot heights, contour lines and colour shading. Identify which of these is the most useful for geographers.
- Explain what GIS stands for and how it is used by developers and emergency services.

Lesson >>		1	2	3	4	5	6	7	8	9
Part										
1		Generic Do it Now based on academy expectations and what they have previously learnt in Geography at primary school.	Questions based on physical and human geography and different examples of each.	Extended Do it Now based on learning from the past two lessons. Knowledge recall.	Questions based on compass directions, sketch maps, physical/human geography and locations on a map.	Questions based on OS map symbols, examples of human/physical geography.	Questions based on four figure grid references, map skills, definitions of the types of geography.	Extended Do it Now based on learning from the previous lessons. Knowledge recall.	Questions based on six figure grid references, OS Map symbols, locations on a map, definition of types of geography.	Questions based on previous learning, what have students learnt in this topic.
2		Introduction to the types of geography: human and physical.  How these two types of geography lend together to make environmental geography.  <b>Vocabulary: Physical geography Human geography.</b>	Looking at Wolverhampton on a local, national and international scale map.  Locating continents, oceans, countries and cities on a map using Atlases.  <b>Vocabulary: Local National International Scale</b>	Introduction to Sketch map, how are they used by geographers and why they are useful.  Introduction to compass points, N, E, S, W. and NE, SE, SW, NW.  <b>Vocabulary: Aerial photography. Compass points. Annotations</b>	Introduction to OS Map Symbols and Ordnance Surveys.  Why are map symbols useful in geography and the wider world.  <b>Vocabulary: Symbols Ordnance Survey</b>	What is a four figure grid-reference.  How to plot a four-figure grid reference.  Why are four figure grid references useful.  <b>Vocabulary: Gridlines Four-figure grid reference.</b>	Recap: Four-figure grid reference.  What is a six-figure grid reference. How to plot a six-figure grid reference. Why are six-figure grid references useful. <b>Vocabulary: Gridlines Six-figure grid references.</b>	How is height shown on a map. Looking at different ways to show height: spot heights, contour lines, colour shading.  <b>Vocabulary: Colour shading Contour lines Spot heights.</b>	What does GIS stand for.  What is GIS and who uses it.  <b>Vocabulary: Geographical Information Systems (GIS)</b>	Go through expectations on completing an End of Topic Assessment.
3		Students to categorise a range of human and physical geography features into a table. Students to give their own definition for human, physical and environmental geography.	Students to complete map locations for the 7 continents, 5 oceans, countries within Europe and major cities within the UK.  Live marking throughout the lesson,	Students draw a sketch map of their journey to school, annotating any key features, e.g. Greggs.  Students label a compass using the different points and then do an activity when they turn to the direction stated.	Students to complete a table of different map symbols drawing the correct symbol next to the word.  Live marking throughout the lesson.	Students plot a range of four-figure grid references.  Live marking throughout the lesson to ensure students understand.	Students plot a range of six-figure grid references.  Live marking throughout the lesson to ensure students understand.	Students to describe what contour lines, spot heights and colour shading are. To plot a contour lines map of a hill. Match up different heights from their 3D to 2D image.	Students to create a pinwheel of information about the different groups who use GIS everyday. E.g. developers and emergency services.	Students compete the End of Topic Assessment independently.  Peer marking of Assessment with teacher modelling the correct answers.
4		Based on what we have learnt about physical, human and environmental geography,	Based on keyword meanings. Locating areas on a map.	Based on sketch map annotations – what does this annotation tell us about the area.	Based on map symbols, name the OS map symbol.	Based on four-figure grid references – locate the object.	Based on six-figure grid references – locate the object.	Based on spot heights, contour lines and colour shading.	Based on GIS and its importance.	End of topic review, a range of questions based on learning for the topic.

## Year 7 Half Term 2: A Wonderful World - Curriculum Related Expectations

### Students can use these subject specialist words:

Wonder	Attraction	Geology
Urbanisation	Tourism	Death Valley
Habour	Infrastructure	Adaptation
Biodiversity	Dubai	Coral
Threats	Arctic	Extreme
Environment	Location	





### Students know:

- There are 7 wonders of the world – these change and are voted for by people.
- The 7 wonders of the world hold cultural, historical or scientific importance.
- Where the Giant's Causeway is located and how it was formed.
- Where Death Valley is located and what causes the rocks to move.
- Where Rio de Janeiro is located and why the harbour is a wonder.
- Where Madagascar is located and the biodiversity of the rainforest.
- Where Dubai is located and how it has coped with rapid urbanisation.
- Where the Great Barrier Reef is located and why the coral reef is important/under threat.
- Where Antarctica is located and why it is a wonder.

### Students can:

- State the 7 wonders of the world.
- Locate the Giant's causeway, define geology and explain how the Giant's Causeway was formed,
- Locate Death Valley and explain how the rocks in Death Valley move.
- Locate Rio de Janeiro and explain whether the harbour should be a wonder of the world.
- Locate Madagascar and describe adaptations of some of the animals.
- Locate Dubai, define urbanisation and explain why Dubai is a wonder of the world.
- Locate the Great Barrier Reef, explain why it is important and why it is under threat.
- Locate Antarctica and explain why it is a wonder of the world.



Lesson >>		1	2	3	4	5	6	7	8	9
Part										
1		Questions based on learning from last half term. GIS, six-figure grid references, etc.	Questions based on the wonders of the world from last lesson.	Extended Do it Now based on the previous two lessons. Knowledge recall.	Questions based on Death Valley, geology, and the Giant's Causeway	Questions based on Rio de Janeiro, environmental issues.	Questions based on adaptations, wonders of the world.	Extended Do it Now based on previous learning for this topic. Knowledge recall.	Questions based on the Great Barrier Reef, threats to the reef.	Questions based on previous learning, what have students learnt this topic.
2		Introduction to a wonderful world.  What are the 7 wonders of the world.  Focusing on Petra, Chichen Itza and the Colosseum.  <b>Vocabulary: Wonder</b>	Locating the Giant's Causeway on a map.  What is geology and how has it formed the Giant's Causeway.  <b>Vocabulary: Geology</b>	Locating Death Valley on a map.  How do the rocks in Death Valley move.  <b>Vocabulary: Geology Climate</b>	Locating Rio de Janeiro on a map.  What are the physical and human features. Environmental problems of the harbour.  <b>Vocabulary: Threats</b>	Locating Madagascar on a map.  Adaptations of animals in the rainforest. Importance of the rainforest.  <b>Vocabulary: Biodiversity. Tourism</b>	Locating Dubai on a map.  What is urbanisation and how has it led to rapid development in infrastructure.  <b>Vocabulary: Infrastructure Dubai</b>	Locating the Great Barrier Reef on a map,  What makes the Great Barrier Reef wonderful and why is it at risk,  <b>Vocabulary: Biodiversity Coral</b>	Locating Antarctica on a map.  What makes Antarctica wonderful and why is it at risk.  <b>Vocabulary: Extreme Threats</b>	Go through expectations on completing an End of Topic Assessment.
3		Students write their own definition of a wonderful world.  Create a pinwheel of information on 3 wonders of the world.	Students describe the location of the Giant's Causeway.  Students write an extended piece of writing on the formation of the Giant's Causeway.	Students describe the location of Death Valley.  Students explain how the climate and geology cause the rocks to move in Death Valley.	Students describe the location of Rio de Janeiro.  Students look at the physical and human features of Rio's harbour and the environmental issues of the harbour.	Students describe the location of Madagascar.  Students describe the adaptations animals have in the rainforest.	Students describe the location of Dubai.  Students define the word Urbanisation. They look at why urbanisation has caused rapid infrastructural growth.	Students describe the location of The Great Barrier Reef.  Students explain why the Great Barrier reef is important and what can be done to protect it.	Students describe the location of Antarctica.  Students describe the climate of Antarctica and state the environmental issues that threaten Antarctica,	Students complete the End of Topic Assessment independently.  Peer marking of Assessment with teacher modelling the correct answers.
4		Based on what we have learnt about Chichen Itza, the Colosseum and Petra.	Based on what we have learnt about the Giant's Causeway.	Based on what we have learnt about the Death Valley.	Based on what we have learnt about Rio de Janeiro's harbour.	Based on what we have learnt about Madagascar's animals.	Based on what we have learnt about Dubai.	Based on what we have learnt about the Great Barrier Reef.	Based on what we have learnt about Antarctica.	End of topic review, a range of questions based on learning for the topic.

## Year 7 Half Term 3: My Local Area - Curriculum Related Expectations

### Students can use these subject specialist words:

Population

Natural resources

Secondary industry

Urbanisation

Globalisation

Density

Industrial Revolution

Tertiary industry

Rural to urban migration

Geology

Primary industry

Quaternary industry





Regeneration

### Students know:

- The Black Country is part of the West Midlands.
- The natural resources that make up the West Midlands.
- The Black Country was key in the Industrial Revolution.
- What the Black Country was famous for producing.
- The four main industries: primary, secondary, tertiary, quaternary.
- What rural to urban migration is and how this impacted the Black Country.
- Challenges of urban migration.
- How globalisation has had a positive effect on the West Midlands and Black Country.

### Students can:

- Locate the West Midlands and areas that make up the Black Country.
- State the natural resources found in the West Midlands.
- State what the Industrial Revolution was and the geology that helped form the Black Country.
- State what products were being made during the Industrial Revolution.
- Explain what the primary, secondary, tertiary and quaternary industries are.
- Explain rural to urban migration and why people moved to the Black Country during the Industrial Revolution.
- Explain what the challenges of urban migration is and how these have been overcome.
- State companies that have 'gone global' and how this has brought in revenue for the West Midlands.

Lesson >>		1	2	3	4	5	6	7	8	9
Part										
1		Questions based on learning from last half term. The wonders of the world.	Questions based on location of the West Midlands and Black Country from last lesson.	Extended Do it Now based on the previous two lessons. Knowledge recall.	Questions based on the geology of the West Midlands and natural resources.	Questions based on location of Black Country, geology and what it is famous for.	Questions based on primary, secondary, tertiary and quaternary jobs.	Extended Do it Now based on previous learning for this topic. Knowledge recall.	Questions based on opportunities and challenges in the Black Country.	Questions based on previous learning, what have students learnt this topic.
2		Introduction to the Black Country and West Midlands  <b>Vocabulary: Population Density</b>	What is the geology that makes up the West Midlands and the Black Country.  <b>Vocabulary: Geology</b>	How the Black Country played a huge part in the Industrial Revolution and why factories were built here.  <b>Vocabulary: Geology Industrial Revolution Primary industry</b>	What did the Black Country create during the Industrial Revolution.  <b>Vocabulary: Secondary industry</b>	What are the four main industries.  What are the main industries in the Black Country.  <b>Vocabulary: Primary Secondary Tertiary Quaternary</b>	What is rural to urban migration. Why people moved from the countryside to the city. Challenges that arose from this.  <b>Vocabulary: Rural to urban migration</b>	Why did the West Midlands need to be regenerated?  Why does regeneration in the West Midlands look like? <b>Vocabulary: Regeneration Urbanisation</b>	What is globalisation and how has it helped to develop the West Midlands into what it is today. Case Study: Jaguar Land Rover.  <b>Vocabulary: Globalisation</b>	Go through expectations on completing an End of Topic Assessment.
3		Students locate the West Midlands and the counties that make it up. Locate cities that make up the Black Country on a map.	Students explain how the geology of the West Midlands and Black Country has changed over millions of years and can state the natural resources found.	Students explain the types of primary industry that were founded in the Black Country during the Industrial Revolution.	Students explain what secondary industry is and the types of products the Black Country made and why these were important.	Students describe the different types of industries and their roles. Students look at different secondary roles in the Black Country.	Students describe what rural to urban migration is and explain why people moved from the countryside to the city's for work. Challenges this created.	Students look at the regeneration of Merry Hill, Steelworks etc and describe the opportunities this has created for people in the area.	Students can explain what globalisation is with a named example. Students study Jaguar Land Rover and the opportunities it has brought.	Students compete the End of Topic Assessment independently.  Peer marking of Assessment with teacher modelling the correct answers.
4		Based on what we have learnt about the location of the West Midlands and the Black Country.	Based on what we have learnt about the geology of the West Midlands.	Based on what we have learnt about factories built in the Black Country.	Based on what we have learnt about what the Black Country created.	Based on what we have learnt about the four main industries.	Based on what we have learnt about why people moved to the Black Country.	Based on what we have learnt about regeneration in the Black Country.	Based on what we have learnt about globalisation.	End of topic review, a range of questions based on learning for the topic.

## Year 7 Half Term 4: China - Curriculum Related Expectations

### Students can use these subject specialist words:

Physical geography  
Densely populated  
Rural  
Tertiary industry  
Investment  
Water pollution

Asia  
Tourism  
Quality of life  
Economic growth  
environmental impacts  
Climate





Human geography  
Urban  
Secondary industry  
Foreign trade  
Air pollution

### Students know:

- The location of China in the continent of Asia.
- The different climates and areas of China.
- China is a famous tourist attraction and is densely populated.
- Rural areas are mainly primary industries and urban areas are mainly tertiary industries.
- Quality of life is lower in the countryside.
- People move to the cities for better job opportunities and quality of life.
- China has rapidly developed due to economic growth of its manufacturing industry, foreign trade and investment.
- There are many environmental impacts arising from China's economic growth.

### Students can:

- Locate China within the continent of Asia.
- Describe the climate of the different areas in China.
- State the attractions of China.
- Understand how China's population became so densely populated – Primary industry (agriculture).
- Describe the different in job opportunities in the countryside versus the city.
- Explain what quality of life is and how this is lower in the countryside.
- Explain the job opportunities in the city and how this would improve quality of life.
- Describe economic growth.
- Understand the types of industries that China operates in and how this has led to economic growth.
- State the environmental problems of rapid urbanisation on the surrounding areas.
- Describe the different types of pollution found in China.

Lesson >>		1	2	3	4	5	6	7
Part								
1		Questions based on learning from last half term. The Black Country and Industrial Revolution	Questions based on location of China and its climate.	Extended Do it Now based on the previous two lessons. Knowledge recall.	Questions based on life in rural China.	Questions based on	Questions based on	Questions based on previous learning, what have students learnt this topic.
2		Introduction to China. The different climates in China. The Himalayas Mountain Range.  <b>Vocabulary:</b> <b>Asia</b> <b>Climate</b>	What is the human geography of China.  What is China famous for.  Why is China densely populated.  <b>Vocabulary:</b> <b>Human geography</b> <b>Densely populated.</b> <b>Tourism</b>	What is it like in rural and urban China.  What is the quality of life like in Rural China.  Case study: Sichuan.  <b>Vocabulary:</b> <b>Rural</b> <b>Urban</b> <b>Quality of life</b> <b>Primary industry</b>	What is it like to live in urban China.  What is quality of life like in urban China.  Case study: Shanghai.  <b>Vocabulary:</b> <b>Rural</b> <b>Urban</b> <b>Quality of life</b>	What has caused China's rapid economic growth and development.  What are the benefits of rapid development.  <b>Vocabulary:</b> <b>Economic growth</b> <b>Development</b> <b>Secondary industry</b>	What are the environmental impacts of rapid development.  What are the problems caused by air and water pollution.  <b>Vocabulary:</b> <b>Environmental impacts</b> <b>Air pollution</b> <b>Water pollution</b>	Go through expectations on completing an End of Topic Assessment.
3		Students describe the location of China. Students use 'google earth' to discover the different climates of China.	Students explore the different areas of China and get an idea of why it is a tourist destination. Pinwheel activity.	Students explain rural to urban migration.  Students study Sichuan and see what life is like in the countryside, creating a graphic organiser.	Students explain the opportunities of living in the city,  Students study Shanghai and see what life is like in the city, creating a graphic organiser.	Students explain how China's economic growth has come about and how this has impacted China in positive ways.	Students describe the challenges of rapid economic growth and development.  Guided reading on 'Cancer Villages' in China caused by water and air pollution.	Students compete the End of Topic Assessment independently.  Peer marking of Assessment with teacher modelling the correct answers.
4		Based on what we have learnt about the location and climate of China.	Based on what we have learnt about the human geography of China and its population.	Based on what we have learnt about life in rural China.	Based on what we have learnt about life in urban China.	Based on what we have learnt about China's economic growth.	Based on what we have learnt about environmental issues in China.	End of topic review, a range of questions based on learning for the topic.

## Year 7 Half Term 5: Coasts - Curriculum Related Expectations

### Students can use these subject specialist words:





Coastline	Constructive waves	Destructive waves
Swash	Backwash	Erosion
Hydraulic action	Abrasion	Attrition
Solution	Sediment	Prevailing wind
Sea defences	Hard engineering	Soft engineering
Geology		

### Students know:

- What a coastline is and how they are formed.
- The two types of waves and what they create/destroy.
- What swash and backwash is and how it contributes to Longshore Drift.
- The four types of erosion.
- How cave, arch and stacks are formed.
- The different types of soft engineering strategies.
- The different types of hard engineering strategies.
- The location of the Holderness Coastline and how it is being affected by erosion.

### Students can:

- Understand how coastlines are formed through the erosion of hard and soft rock.
- Draw and describe the features of a destructive and constructive wave.
- Explain the processes creating Longshore Drift.
- State the four types of erosional processes.
- Describe the processes that happen to form cave, arches and stacks.
- Explain the different types of soft engineering strategies and their benefits.
- Explain the different types of hard engineering strategies and their benefits.
- Locate the Holderness Coastline.
- Explain how the Holderness Coastline is under threat from erosion.
- Describe the strategies in place to protect the Holderness coastline.

Lesson >>		1	2	3	4	5	6	7	8	9
Part										
1		Questions based on learning from last half term. China's features etc.	Questions based on formation of coastlines.	Extended Do it Now based on the previous two lessons. Knowledge recall.	Questions based on	Questions based on	Questions based on	Extended Do it Now based on previous learning for this topic. Knowledge recall.	Questions based on	Questions based on previous learning, what have students learnt this topic.
2		Introduction to coasts.  How are coastlines formed.  What are coastlines used for.  <b>Vocabulary: Coastline Geology</b>	What are the two types of waves. Features of destructive waves, Features of constructive waves. Features of swash and backwash.  <b>Vocabulary: Destructive waves Constructive waves Swash and backwash</b>	What is erosion.  What are the four types of erosion on the coastline.  <b>Vocabulary: Sediment Hydraulic action Abrasion Attrition Solution</b>	How are cave, stack and arches formed.  What erosional processes take place to create this formation.  <b>Vocabulary: Cave, arch, stack. Erosion. Hydraulic action Abrasion</b>	How does sediment move along the beach. What type of wave causes Longshore Drift to take place.  <b>Vocabulary: Longshore Drift Prevailing wind Sediment</b>	What is soft engineering.  What are soft engineering strategies and how are they used.  <b>Vocabulary: Soft engineering Sea defences</b>	What is hard engineering.  What are hard engineering strategies and how are they used.  <b>Vocabulary: Hard engineering Sea defences</b>	Where is the Holderness Coast located.  How is the Holderness coast threatened.  What engineering strategies are in place to protect the coastline.  <b>Vocabulary: Holderness Coast</b>	Go through expectations on completing an End of Topic Assessment.
3		Students annotate a diagram of a coastline showing the different geology and erosion.	Students draw and label the features of destructive and constructive waves. Explain the difference between the two waves. Describe the features of swash and backwash at destructive and constructive beaches.	Students explain what erosion is.  Label and draw a diagram of the different types of erosion.  Keyword and definition match up.	Students annotate and create a cave, arch, stack, describing the process that takes place.	Students draw and annotate the process of Longshore Drift.  Student explain the wave type that causes Longshore Drift to take place.	Students complete guided reading outlining the advantages and disadvantages of soft engineering strategies in defending the coastline.	Students complete guided reading outlining the advantages and disadvantages of hard engineering strategies in defending the coastline.	Students complete a case study on the Holderness Coastline. Assess the best course of action for defending the coastline using hard and soft engineering strategies learnt last lesson.	Students complete the End of Topic Assessment independently.  Peer marking of Assessment with teacher modelling the correct answers.
4		Based on what we have learnt about the geology of the coastline	Based on what we have learnt about the different types of waves and their features.	Based on what we have learnt about the four types of erosion.	Based on what we have learnt about the formation of cave, stack and arches.	Based on what we have learnt about the process of Longshore Drift.	Based on what we have learnt about soft engineering strategies.	Based on what we have learnt about hard engineering strategies.	Based on what we have learnt about the defences of the Holderness Coastline	End of topic review, a range of questions based on learning for the topic.