

Holland Park School | *Year 7 Geography: What is a geographer?*

What is a geographer?	
Overview	This unit focuses on introducing the role of a geographer in today's world. Pupils will develop a range of geographical skills throughout the unit. This unit aims to help transfer between KS2 and 3, by determining the contextual world knowledge pupils' have already gained and their competence with a range of map skills.
Key words	Geographer, human, physical, Ordnance Survey, scale, contours, cross-sections, atlas, longitude, latitude, grid references, compass, eastings, northings, key, relief, topography, contours, spot height, continent, GIS.
Key Skills	<ul style="list-style-type: none"> • Locate and name the continents and oceans of the world, identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Be able to locate places using longitude and latitude and describe the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian. • Demonstrate use of Ordnance Survey map skills, including 4 and 6 figure grid references, eight points of the compass, scale, measure distances, map symbols, representation of height including contour patterns, draw cross-sections, to investigate places. • Investigate the geography of the school grounds using fieldwork to observe, measure, record and present the human and physical features in the locality of the school using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Continents, countries and capitals of the UK.	Longitude and latitude.	OS maps and symbols.	Four figure grid references.	Six figure grid references.
Students will be able to name and locate the continents and main oceans of the world Students will understand how to use compass directions to locate places	Students will know the difference between lines of longitude and latitude. Students will know how to use lines of longitude and latitude to locate places on a map.	Students will know how to use a key to identify map symbols. Students will know how to use map symbols and compass directions to describe the characteristics of different places from OS maps	Students will know that grid references are used to locate places on an OS map. Students will know how to locate things using four figure grid references and will understand that four figure grid references locate places to an accuracy of 1km ² .	Students will know that six figure grid references are used to locate places more accurately on an OS map. Students will know how to locate things on an OS map using six figure grid references.
Scale.	Relief on maps.	Satellite and GIS maps.	Map skills DME.	
Students will know that maps can be created at a range of different scales, and that a scale line will allow you to work out the real time distance on a map. Students will understand how to use a scale line. Students will understand how to work out the distance between things from a map using scale	Students will know that there are different methods of showing height on a map, Students will know how to identify the height of the land on an OS map using spot heights and contour lines and how to describe the shape and height of the land from the contour lines shown on an OS map.	Students will know what satellite and GIS maps are, as well as how they are created.	Students will know the difference between site and situation. Students will know that a range of factors can influence the location of different industries e.g. flat land, transport routes, access to workers etc.	

Holland Park School | Year 7 Geography: Development

What is development?	
Overview	<p>Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries, using atlas maps, to focus on development. Pupils will analyse the distribution of developed, developing countries and emerging countries. In this unit pupils are asked to examine the distribution of development globally. Pupils should consider methods of measuring and comparing development and explain the factors (human and physical) that affect the varying rates of development, for example looking at the impact of colonialism on the development of both the DRC and Mali.</p> <p>Pupils will use a range of indicators to analyse world patterns of development, and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in different locations. Pupils are required to consider the causes of world poverty before investigating what can be done to improve people's quality of life via top-down and bottom-up strategies. Students will then assess the effectiveness of the different strategies being used to improve the quality of life in a specific location.</p>
Key words	Development, developing country, developed country, emerging country, colonialism, poverty, Brandt line, urbanisation, gross domestic product / gross national income, literacy rate, infant mortality, life expectancy, birth rate, people per doctor, agriculture, cars per 1000, non-government organisation, bilateral aid, multilateral aid, push factor, pull factor, top-down, bottom-up.
Key Skills	<ul style="list-style-type: none"> • To be able to describe the distribution of developed, developing and emerging countries. • To be able identify how development is measured through single development indicators and HDI. • To explain the factors that affect development. • Assess a strategy that can be used to improve quality of life in a developing country / or region.

What is development?	Development Indicators	Where is the DRC and what is it like?	Factors influencing the DRC's development.	How can top-down projects support the DRC's development
<p>Students will know that GDP per capita is a development indicator.</p> <p>Students will know that Brandt classified countries as developed or developing based upon their GDP per capita. They will know that Brandt mapped these countries, creating the Brandt line.</p> <p>Students will be able to describe the distribution of the developed and developing countries based upon the Brandt line.</p>	<p>Students will know that there are a range of development indicators (e.g. birth rate, life expectancy etc.).</p> <p>Students will understand that development is not fixed, and the level of development can change overtime.</p> <p>Students will know that development indicators have strengths and weaknesses and that composite indicators are a more accurate way of measuring development e.g. HDI</p>	<p>Students will be able to locate the DRC.</p> <p>Students will know a range of human and physical features for the DRC and will be able to decide if the features could be classed as an opportunity or a challenge re: development.</p>	<p>Students will know that the Rostow Model suggests that all countries will move across the development continuum</p> <p>Using the case study example of the DRC, students will be able to explain a range of human and physical factors which have hindered the DRC's development.</p>	<p>Students will understand the features of the Grand Inga Dam and the potential of the hydro-electric power.</p> <p>Students will also understand the scale of the project and its classification as a top-down project.</p> <p>Students should be able to explain why the different stakeholders hold their views on the project</p>
How does aid help countries?	Haiti Case Study	What is fair trade? And how does it help development?	Where is Mali and Why is it important	
<p>Students will know that aid can be given in a variety of different form and the advantages and disadvantages associated with different types of aid.</p> <p>Students will understand that there are differing views re: the question 'is aid good for developing countries?'</p>	<p>Students will know where Haiti is and some of the human and physical factors which have affected its development including colonialism.</p> <p>Students will know a range of strategies which could be used to promote economic development in Haiti and the advantages and disadvantages.</p>	<p>Students will know what Fair Trade is and some of the aims of the project.</p> <p>Students will know that there are some advantages and disadvantages associated with Fair Trade and how different stakeholders view it.</p>	<p>The students will be able to explain the features and successes of Tree Aid for the people of Mali. Some students will be able to link the successes to sustainability.</p>	

Holland Park School | Year 7 Geography: Rivers

Rivers	
Overview	<p>This unit focuses on the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. Pupils would be able to see the key processes acting within the river and the features produced by these processes.</p> <p>To enhance their research skills, pupils could use sources such as BBC News to look at recent flood events, to appreciate the impact of flooding both locally, nationally and globally. Pupils could also be encouraged to use sources such as the Environment Agency website to further their understanding of flood prevention measures.</p> <p>By the end of the unit, the pupils will have gained knowledge on the power by which rivers shape the land; how geographical processes interact to create distinctive physical features that change over time and space; and the relationship humans have with rivers in the context of flooding and flood prevention.</p>
Key words	Water cycle, drainage basin, watershed, source, mouth, tributary, confluence, long profile, erosion: hydraulic action, corrosion/solution, abrasion, attrition, transportation, traction, saltation, suspension, solution, deposition, v-shaped valley, waterfall, plunge pool, gorge, meander, river cliff, slip-off slope, velocity, ox-bow lake, flood, flood plain, saturated, discharge, infiltration, surface run-off, levees, hard engineering and soft engineering, interception, through flow, evapotranspiration.
Key Performance Indicators	<ul style="list-style-type: none"> • Can describe the features and processes within a drainage basin. • Can explain the different processes of erosion, transportation and deposition and how these form different river landforms. • Can explain the different factors which contribute to floods and how the flood risk can be reduced. • Compare and contrast the causes, effects, and responses of a flooding event in a developed and developing country.

The Drainage Basin	The Long Profile	Erosion and Transportation	Formation of River Landforms
<p>Students will be able to identify the different drainage basin features from diagrams, photographs, and maps (satellite and OS map).</p> <p>Students will know the definitions for the six features of a drainage basin.</p> <p>Students will be able to define the different stores, transfers, and outputs.</p>	<p>Students will know that a river has three courses, and that there is difference between the three courses.</p> <p>Students will be able to identify the different processes (e.g. vertical erosion/ lateral erosion/ deposition) and features (waterfalls, meanders, velocity, width, depth etc.) found in the different courses.</p>	<p>Students will know the key words and definitions for the 4 types of erosion.</p> <p>Some will know the key words and definitions for the 4 types of transportation.</p> <p>Students will begin to understand how different factors can influence the different types of erosion and transportation e.g. a higher velocity would result in greater hydraulic action, where as a weaker velocity could result in material being transported by traction no longer moving.</p>	<p>Students will know what a waterfall is, and apply their understanding re: the different processes of erosion, to explain the processes which lead to the formation of a waterfall, plunge pool and gorge.</p> <p>Students will know that a meander is a bend in a river, and apply their understanding to explain the processes across a meander which result in lateral erosion, the formation of a slip-off slope and river cliff.</p> <p>Students will know that a floodplain is flat, and will apply their understanding to explain the processes leading to the formation of a floodplain.</p>
Causes of Flooding	Flood Management	UK Case Study – Boscastle	International Case Study - Bangladesh
<p>Students will be able to use maps and diagrams to identify the cause and effects of floods as well as explanations of each factor.</p> <p>Students may then begin to decide if human or physical causes are the main cause of floods.</p>	<p>Students will know the difference between hard and soft engineering to prevent floods.</p> <p>Students will be to rank the effectiveness of each method as they go, based on the information provided making a judgement on the effectiveness.</p>	<p>Students will be able to locate Boscastle and explain some of the human and physical factors which led to this flood event.</p> <p>Students will know that there were a range of effects, and will be able to explain the different response methods, as well as some of the advantages and disadvantages of them.</p>	<p>Students will be able to locate Bangladesh and explain some of the human and physical factors which led to this flood event and a range of effects, and will explain the different responses methods, as well as some of the advantages and disadvantages of them.</p> <p>Students should be able to reach a conclusion as to why the effects of the Bangladesh flood were greater than that of the Boscastle flood.</p>

Holland Park School | Year 7 Geography: World of Work

World of Work	
Overview	<p>This unit explores economic activities, with a specific focus on tourism. Pupils will investigate examples of work in each sector of the economy. They will understand the different employment structures of countries at different levels of economic development and how these structures change overtime. The unit will also focus on the factors which influence the location of different industries.</p> <p>The unit will then focus upon tourism as an example of a tertiary industry, examining why this industry is the fastest growing in the world and the largest employer globally. The Butler model is introduced in the early stages of this unit and this could be explored through a living graph / thinking skills activity.</p> <p>The unit will have a deep focus on the impacts of tourism both positively and negatively within a chosen location picked by the school. Students will explore the economic, social, environmental opportunities and challenges created by this industry.</p>
Key words	Economic, primary, secondary, tertiary, farming, manufacturing, tourism, Butler model, disposable income, market / marketing, development, quaternary, taxes, multiplier effect, leakage, subsidies, footloose.
Key Performance Indicators	<ul style="list-style-type: none"> Describe the different sectors of the economy, how these differ between countries and change overtime. Describe and explain factors that influence the distribution of economic activities in the primary, secondary, tertiary and quaternary sectors. To be able to explain the factors which have led to the growth of tourism and how this changes overtime. To assess the impacts of tourism on a chosen location.

Types of work	Employment structures	Factors affecting the location of industries	Features of quaternary industries.	The impact of industries.
<p>Students will know the key words for the 4 different employment sectors, as well as some of the features of each sector.</p> <p>Students will know that the % of people employed in each sector has changed overtime in the UK.</p> <p>Students will know some of the factors which have led to employment structure change in the UK</p>	<p>Students will know that employment structures vary world-wide, and that a country's level of development can influence its employment structure.</p> <p>Students will know that developing countries often have a higher percentage of people employed in primary industries, emerging countries have a higher percentage in secondary industries, whilst developed countries have larger tertiary sectors and growing quaternary sectors.</p>	<p>Students will know a range of physical and human factors which have influenced the location of different industries.</p> <p>Students will know that primary, secondary, and tertiary industries have similar and different factors which influence their location.</p> <p>Students will know that some industries can be footloose</p>	<p>Students will know what a science park is and will understand that some of the features of science parks.</p> <p>The students will know a range of physical and human factors which influence the location of science parks.</p> <p>Students will know how to locate a science park based upon their earlier understanding and will use maps to decide upon the best location for a science park.</p>	<p>Students will know that different industries have a range of impacts, both positive and negative, at a local, national, and global scale.</p> <p>Students will know some of the social, economic, and environmental impacts of different industries.</p>
The growth of tourism.	The Butler Model.	Ecotourism	Tourism to the Maasai Mara National Reserve.	
<p>Students will know that the number of international tourists has grown overtime.</p> <p>Students will know a range of factors which have influenced the increase in tourist numbers.</p>	<p>Students will know what mass tourism is.</p> <p>Students will know the Butler Model,</p> <p>Students will know some advantages and disadvantages of tourism for Benidorm And will be able to conclude their views by providing summative comments on whether the advantages of tourism in Benidorm outweigh the disadvantages or vice versa</p>	<p>Students will know what ecotourism is, as well as its features.</p> <p>Students will know a range of possible advantages and disadvantages of developing tourism in Saint Lucia.</p> <p>Students will understand that ecotourism is a more sustainable way to develop tourism in Saint Lucia rather than following the mass tourism option.</p>	<p>Students will know where Kenya and the Maasai Mara National Reserve are located.</p> <p>Students will know reasons why tourism and further developing tourism is important for Kenya.</p> <p>Students will show understanding to reach informed, thoughtful concluding judgement if tourism is a positive or negative.</p>	

