Y7 Geography

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|---|---|
| **Subject** | Geography |
| **Term** | Cycle 2 |
| **Duration (approx.)** | 12 Lessons |
| **Module** | How can flooding be managed? |

## Skills and concepts to be developed and assessed (linking to identified AOs)

Knowledge and Understanding:

Understand the physical processes involved in rivers and flooding.

Understanding and Application:

Understand the factors that can increase or decrease the risk of flooding and how human interaction can impact on flood risk.

Understand the impacts that flooding can have and the ways in which flooding can be managed in a sustainable way.

## Factual knowledge to be taught and assessed (including subject specific vocabulary).

What are the features of a river?

How does water get to a river?

What factors increase the risk of flooding?

What are the impacts of flooding? Flooding can cause damage to homes, businesses, infrastructure and communications.

How can flooding be managed? Hard engineering involves building artificial structures which try to control rivers. They tend to be more expensive. Each hard engineering strategy has its advantages and disadvantages. Soft engineering does not involve building artificial structures, but takes a more sustainable and natural approach to managing the potential for river flooding. Each approach has its advantages and disadvantages.

What management is in place on the River Severn?

Students will consider the stakeholders involved in the management of rivers and their arguments for and against particular techniques.

## Formative Assessment/key piece of work prior to end of unit:

What factors lead to an increased risk of flooding?

Applying knowledge to a storm hydrograph.

## Summative Assessment

How should the River Severn be managed?

Students to consider a range of management techniques and the locations where they are in place. They should be able to discuss arguments for both hard and soft engineering.

## Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Processes of erosion

Basic knowledge of rivers (KS2)

## Spelling-Punctuation-Grammar How will you promote high standards within this module?

Key word sheet given to students for definitions to be created.

Hydrograph, discharge, peak rainfall, peak discharge, soft management, hard management.

Writing frames and sentence starters will be provided.

## Link forward: where next for the learning?

First use of a case study.

Management issues will be revisited for coastal areas in Y8.

Links to geology course where students will be developing their understanding of weathering.

Y7 Geography

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|---|---|
| **Subject** | Geography |
| **Term** | Cycle 2 |
| **Duration (approx.)** | 6 Lessons |
| **Module** | Africa |

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Knowledge and Understanding:

Knowledge developed about the continent of Africa.
Understanding the cultural diversity
Understanding of the inequalities found across the continent.

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**
Countries of Africa

Physical Geography of Africa

Demographics of the continent

Development indicators and what they can show us about the inequalities in Africa

Use of technology and development

Aid—what is it and how can it help?

**Formative Assessment/key piece of work prior to end of unit:**
Africa Collage

**Summative Assessment**
IDEAL – Poverty and technology - leapfrogging

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**
Comparing to the UK

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Key word sheet given to students for definitions to be created.

misconception, development, agriculture,

social, economic, environmental, urbanisation,

Writing frames and sentence starters will be provided.

**Link forward: where next for the learning?**

Building place knowledge and will help for them looking at India in Year 8 and Middle East in Year 9