

<b>Subject:</b>	<b>Autumn HT 1:</b>	<b>Autumn HT 2</b>	<b>Spring HT 1</b>	<b>Spring HT 2</b>	<b>Summer HT 1</b>	
	<p><b>Topic 1: How do we use maps?</b></p>	<p><b>Topic 2: Geography of the UK</b></p>	<p><b>Topic 3: Tectonic Hazards</b></p>	<p><b>Topic 5: Kenya</b></p>	<p><b>Topic 6: Is there enough food for everyone?</b></p>	
<b>Year 7</b>	<ol style="list-style-type: none"> <li>1. I can define what geography is.</li> <li>2. I can name different types of maps.</li> <li>3. I can locate and label the 5 oceans and 7 continents on a map of the World.</li> <li>4. I can locate and label the main lines of latitude and longitude.</li> <li>5. I can locate the main countries and capital cities in Europe.</li> <li>6. I can locate the main mountain ranges and rivers in Europe.</li> <li>7. I can locate the UK on a map of the World and the four countries of the UK.</li> <li>8. I can locate the main rivers, mountain ranges and national parks of the UK.</li> <li>9. I can create an extended piece of writing task on a place I have visited. In this task, I can name specific human and physical geographical information on this place. I can describe the location of this place using a map and I can describe this place using who, what, where, when and why.</li> <li>10. I can name the 8 points of a compass and use compass directions to geographical</li> </ol>	<ol style="list-style-type: none"> <li>1. To explore the human features of the UK.</li> <li>2. Recognise the correct name for different regions in the UK.</li> <li>3. Name the countries and capital cities of each country within the UK.</li> <li>4. Describe the location of major cities in each country.</li> <li>5. Recognise the highest mountain in each country in the UK.</li> <li>6. Label the highland areas, rivers, seas and other geographical features of the UK.</li> <li>7. Describe the location of each mountain range.</li> <li>8. Understand how history has shaped the geography of the UK.</li> <li>9. Describe the role of the British Empire.</li> <li>10. Explore the human and physical geography of a country in the UK.</li> <li>11. To examine what it is like to live in the capital city of the UK.</li> <li>12. To investigate if there is a north-south divide in the UK.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the different structures of the earth.</li> <li>2. I can name some plate tectonics.</li> <li>3. I can describe where earthquakes and volcanoes are found.</li> <li>4. I can explain the four types of plate boundaries constructive, destructive, conservative and collision.</li> <li>5. I can draw diagrams of each plate boundary.</li> <li>6. I can explain which plate boundaries are more destructive.</li> <li>7. I can label a volcano.</li> <li>8. Describe the key features of a volcano.</li> <li>9. Explain why volcanoes can be dangerous to people and land.</li> <li>10. Describe the causes of a volcanic eruption.</li> <li>11. Name some effects of the volcanic eruption on people and the land.</li> <li>12. Explain evacuation methods of emergency services.</li> <li>13. Provide a detailed account of volcanic eruption.</li> <li>14. Locate where in the world earthquakes occur.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the location of Kenya.</li> <li>2. Summarise some of the attractions in Kenya.</li> <li>3. Explain geographical country information, e.g. population, capital city etc.</li> <li>4. Locate Nairobi and Mombasa.</li> <li>5. Describe the physical contrasts in Kenya.</li> <li>6. Analyse a climate graph of two contrasting regions.</li> <li>7. To examine reasons why people visit Kenya.</li> <li>8. To examine population distribution in Kenya.</li> <li>9. To explore the Maasai Mara and their lifestyle.</li> <li>10. To examine the reasons for rural to urban migration.</li> <li>11. To explore the area of Kibera.</li> <li>12. To complete an assessment on a migrants diary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe global patterns of food consumption.</li> <li>2. Define new key terms- food security, food deficit and food surplus.</li> <li>3. Describe the factors that affect food supply.</li> <li>4. To explore the impacts of food insecurity on NEE and LICs.</li> <li>5. Define food insecurity.</li> <li>6 Draw a choropleth map showing global food insecurity.</li> <li>7. Understand the impacts of famine, undernutrition, rising prices and social unrest.</li> <li>8.To explore social unrest caused by food insecurity.</li> <li>9. To explore the food riot in Algeria in 2011.</li> <li>10. To write a letter explaining the impacts of food insecurity.</li> <li>11. To explore how food supply can be increased through the use of technology.</li> <li>12. To use hydroponics to grow our own lettuce.</li> <li>13. To evaluate the Indus Basin Irrigation System.</li> </ol>	

	<p>describe directions of places in the UK.</p> <p>11. I can use a key to give 4 and 6 figure grid references of OS maps.</p> <p>12. I can describe 3 different ways height is shown on maps.</p> <p>13. I can use OS maps to give the height of land.</p>	<p>13. To evaluate our place within the European Union.</p> <p>14. To understand how the UK is an important country in the World.</p>	<p>15. Describe the cause of an earthquake by using specific plate boundaries.</p> <p>16. Explain how earthquakes are measured using the Richter scale.</p> <p>16. To discover how people predict and prepare for natural hazards.</p> <p>17. To give reasons why people continue to live in places where there are earthquakes and volcanoes</p>			
--	--	---	---	--	--	--