



Year 7 Geography

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

	Key Performance Indicators	Age Related Expectations
Locational Knowledge	<ul style="list-style-type: none"> - Physical and human characteristics of a place - Use a variety of scales to look at places (local, national , global) - Physical geography and natural landscapes - Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people - Appreciating different scales, from personal and local to national, international and global. - Making links between scales to develop understanding of geographical ideas - Use of a variety of scales 	<p>By the end of year 7, children will be able to extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia (including China and India) focusing on their environmental regions, key physical and human characteristics, countries and major cities.</p>
Place Knowledge	<ul style="list-style-type: none"> - Physical and human worlds affected by events - Physical geography and natural landscapes - Study science in a variety of scales, appreciate the connections 	<p>By the end of year 7, children will be able to understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</p>
Human and Physical Geography	<ul style="list-style-type: none"> - Technological developments - Ethical and moral implications - Social, economic, environment connections - Sustainable development - Interactions between people and their environments - Variation - Behaviour - Human and physical processes in environment - Inform responsible action - Sustainability - Understand that people live in different sized settlements - Realise that settlements can be categorised according to size, services and function - Recognise that there are different land use zones within settlements - Appreciate that settlements may grow in size through time - Understand that land use in settlements may change through time - Identify some of the issues facing planners both in rural and urban areas - Appreciate that areas within a settlement change significantly through time - Appreciate that different people have different points of view with regard to a redeveloped region - Understand that the sustainable development of an area within a city is about meeting the needs of all people who live and work in the area - Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies - Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change - Transfer of energy 	<p>By the end of year 7 children will be able to understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <ul style="list-style-type: none"> - physical geography relating to: geological timescales, and glaciation, hydrology and coasts. - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. - They will also understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> - Analysing evidence - Collect and record information - Understanding evidence - Real and relevant contexts/ real life examples - Various map-based activities - Sharing developments - Develop arguments - Independent enquiry - Enquiries - Identify bias, opinion and abuse of evidence in sources when investigating issues - find creative ways of using and applying geographical skills and understanding to create new interpretations of place and space - use atlases, globes, maps at a range of scales, photographs, satellite images, visual media, GIS and other geographical data - construct maps and plans at a variety of scales, using graphical techniques to present evidence - Explore real and relevant contemporary contexts 	<p>By the end of year 7 children will be able to:</p> <ul style="list-style-type: none"> - build on their knowledge of globes, maps and atlases and develop this knowledge routinely in the classroom and in the field - interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs - use Geographical Information Systems (GIS) to view, analyse and interpret places and data - use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.