



THE SKINNERS' SCHOOL

Curriculum Map for Year 7 Geographers

Introduction

The Geography Department at Skinners' is one of the school's most successful and dynamic departments. We expect our pupils to work hard and learn a lot, whilst at the same time we hope they have fun as they learn. The best learner is the one who is continually asking questions and taking note of the world around him - this is where we encourage parents to get involved. Outside of school the everyday world provides a fantastic learning environment – the more time you spend asking him questions or encouraging him to find out answers for himself the more “active” a learner he will become. We do **not** expect **you** to spend “days” doing projects with him or writing long reports for him – a genuine interest in his work however will encourage him to do his very best and make learning a family experience.

Term 1 - Maps and Mapping connections (Chapter 2 Geog.1 Textbook)

In this part of our course we concentrate on the acquisition of map skills, including those to do with Ordnance Survey and Atlases. We also expect your child to learn a variety of information from maps. (This is something we expect your son to be doing frequently) You can extend your son's learning by asking him to help you navigate on a journey, reinforcing the points of compass and the ideas of scale and distance. If you are visiting another settlement you could look at a town plan and ask him to identify places from it. He should be looking at atlas information and learning some important locations – ask him what he is identifying and help him to learn by testing him on the locations. If you are a keen walker you could introduce him to O.S maps and how they are used. A visit to a Ashdown Forest with an accompanying O.S map could help reinforce the work he is doing in the classroom and keep him healthy, too.

Term 2 – Settlement (Chapter 3 of Geog.1)

In this part of our course we will be learning about different settlements why they are found where they are and how they have developed. This is an ideal opportunity for you to share learning about your local settlement with your son – you may decide that somewhere else is more interesting. He will have an extended piece of work which traces the development of his chosen settlement – this will include a written piece of work and a trail through Tunbridge Wells with the department. Your son, by the end of this section, should be able to suggest reasons for settlement locations.

Term 3 - Exploring Britain (Chapter 5 of Geog.1)

This part of the course concentrates on the physical and human geography of the British Isles. This is an opportunity for you to share experiences (perhaps family history) of other parts of the British Isles and what it is like to live there. If you are planning a visit or a holiday in another part of the British Isles this is an ideal opportunity to identify, discuss and, if possible, explain differences between there and our "home" region – this might have included a recent visit to grandparents or uncles and aunts in other parts of England. You might like to discuss with your son what it means to be British (or English, or Welsh etc) and the links not only with each region's history, but also its landscape and weather. A visit to the British Museum or to the Museum of London may help to give your son an identity of how our nation has been defined by the past and present. Similarly, you should be encouraging him to understand his own identity in terms of family background and his own environment. This section has many exciting possibilities and opportunities for you to have an input.

Term 4 – Rivers - (Chapter 7 of Geog.1)

In this part of the course we consider the physical processes carried out by rivers and the landforms created by them. We also consider how rivers affect us and how we try to manage them. If you consider newspapers at any time of the year you will find articles about major floods taking place around the world. This is an opportunity to discuss the reasons behind these floods and the impact they are having on people. If you are near a river (but not too near!) you could point out some of the features and discuss how they are formed – the River Cuckmere provides some excellent opportunities for this and a very pleasant walk at the same time. A visit to the flood barrier at Tonbridge (Haysden), or a trip along the Thames may also give your son an idea of how important rivers are today and in the past. By the end of this section your son should have a good knowledge of the UK's and the World's major river systems and cities associated with them. If you have an opportunity look at footage of recent floods on YouTube your son will be amazed at the power of nature.