

# West Kirby Grammar School KS3 Learning Overview



**Subject:** Geography

**Mr K. R. Vane** Mr. K. R. Vane

**Year:** 7

**Curriculum organisation**  
Students are taught in form groups of 28-30 students for two lessons per week.

<b>What topics will your daughter be studying this year?</b>			<b>How will your daughter be learning?</b>
<p><b>Autumn Term</b> <b>Perceptions about Environments:</b></p> <ul style="list-style-type: none"> <li>Local area and school environment. Including an individual study of a damaged area local to home.</li> <li>Regional environment – Hilbre Island (Undertaken in summer)</li> <li>Global environment – rainforests in Brazil and worldwide.</li> </ul>	<p><b>Spring Term</b> <b>Am I British or am I European?</b></p> <ul style="list-style-type: none"> <li>Our place in Europe / our changing place in the EU.</li> <li>Tourism in Europe</li> </ul> <p><b>Check up on global place knowledge</b></p> <p><b>Kenya. Land of plenty – yet poor?</b></p> <ul style="list-style-type: none"> <li>Tribal groups and ethnicity</li> <li>Population on the move</li> </ul>	<p><b>Summer Term</b> <b>Kenya unit</b> continues</p> <ul style="list-style-type: none"> <li>Tourism – future for development.?</li> </ul> <p><b>Skills – developing O.S. map reading.</b></p> <ul style="list-style-type: none"> <li>Scale / distance / direction</li> <li>Grid references</li> <li>Relief</li> </ul> <p><b>Coastal environment – Hilbre Island</b></p>	<ul style="list-style-type: none"> <li>Whole class discussion in most lessons.</li> <li>Pair work in most lessons</li> <li>Role play activities.</li> <li>Extended writing tasks called enquiries.</li> </ul>

<b>Equipment needed for lessons</b>	<b>What can you do to support your daughter?</b>
<ul style="list-style-type: none"> <li>Standard school stationery - Pen, pencil, ruler</li> <li>Textbooks are kept in the Geography department.</li> <li>Set of colouring pencils (not felts)</li> </ul>	<ul style="list-style-type: none"> <li>Assist her on the damaged environment fieldwork. We are keen that girls do not collect data alone and that they inform you of the location that they are intending on visiting in the area local to where you live. She will use a number of skills including sketching / taking photos as well as producing sketch maps, doing surveys and making field notes.</li> <li>Have an atlas at home – such as a colourful one produced by ‘DK’.</li> </ul>

<b>How will learning be assessed and progress measured?</b>	<b>Extension &amp; Enrichment opportunities</b>
<ul style="list-style-type: none"> <li>Baseline assessment in Autumn half-term 1</li> <li>Key homework tasks will be graded using the WKGS 1 to 9 Grading Criteria.</li> <li>All other work is given a letter/sticker based on the marking scheme in the front of her exercise book to show how a piece of homework compares with the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Individual enquiries give a lot of scope for extension. Such pieces usually relate to the key extended writing homework in each unit. These include the damaged area field report; saving the world’s rainforests enquiry; Kenya tourism enquiry and a report into the landscape of Hilbre island.</li> <li><b>Field work</b> on Hilbre Island (Summer)</li> <li>Some year 7 students attend the <b>Geography Model Making Club</b>.</li> </ul>

If you have any questions about this Learning Overview, please contact the named Head of Department above.