Y7 Geography

Subject	Geography
Term	Cycle 1a
Duration (approx.)	9 lessons
Module	Without Geography We are Nowhere

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

AO1&2- Knowledge and Understanding – Be able to explain how geography encompasses the physical, human and environmental issues of the world. Be able to recognise personal geographies and how we are interconnected with places at different scales.

AO3&4— Understanding and Application – Using latitude and longitude, grid references, scale and direction, contours and map symbols to understand a location or identify features on a map.

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

1. What is geography?
2. How can we locate places around the world? (compass directions, latitude and longitude)
3. How do we locate features on OS maps? (4-figure grid references, map symbols)
4. How do we locate features on OS maps? (6-figure grid references, map symbols)
5. How do OS maps show height, direction and slopes? (contour lines, distance)
6. Map Skills in Martley: First past the post challenge.

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

Knowledge and Understanding: Harry Potter Map Skills Assessment – A Hogwarts Mystery (application of map skills)

Summative Assessment
Understanding and Application: End of Unit Map Skills Assessment (compass directions, direction, grid references, map symbols).

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

Locational knowledge: name and locate the world's seven continents and five oceans (KS1)

Human and physical geography: equator and north and south poles (KS1)

Use simple compass directions (North, South, East and West) and location and directional language (KS1)

Locate the world's countries and major cities (KS2)

Identify the position and significance of latitude, longitude, Equator, North hemisphere, Southern hemisphere. The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian).

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

Glossary

Key word quiz

Sentence starters

SPAG addressed in key tasks

Latitude, longitude, contour, spot height, OS map, grid reference, human, physical and environmental.

Link forward: where next for the learning?

Application of map skills, resource questions/ link to figures, use of atlases, appreciating interconnections between places.

Source analysis: UK and Africa (year 7), India (year 8), Middle East (year 9).

Command words: describe and explain (KS3 and GCSE).

Y7 Geography

Subject	Geography
Term	Cycle 1b
Duration (approx.)	10 lessons
Module	Three names, One Place

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

AO1&2- Knowledge and Understanding – A sense of scale and personal geographies, locational and place knowledge: UK, Great Britain and British Isles, locating physical and human features, weather and climate, types of rainfall, population distribution

AO3&4— Understanding and Application – understand the factors affecting climate in the UK, interrelationships between physical features and relief and population distribution, explaining what it means to be 'British', poem interpretation and source analysis, British Values.

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

1. Where are we in the world? (A sense of scale and personal geographies)
2. Where is the UK? How is it different from the British Isles and Great Britain?
3. What are the physical and human features of the UK?
4. What is weather and climate? What are clouds and why does it rain?
5. What is the climate of the UK? (climate graphs)
6. Where do people live in the UK?
7. What does it mean to be 'British'? (Diversity, tolerance, British values and migration)
8. Benjamin Zephaniah: The British Poem (source analysis)

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

Knowledge and Understanding: UK map test (locating human and physical features on a blank map of the UK), identifying differences between the UK, Great Britain and The British Isles .

Summative Assessment
Understanding and Application: UK Climate, Rainfall and population distribution written assessment.

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

Locational knowledge and human and physical geography(KS1)

Locate the world's countries and major cities, using maps to focus on Europe (KS2)

Understanding geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (KS2)

Map skills,: compass directions, latitude and longitude (year 7, cycle 1a).

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

Glossary

Key word quiz

Sentence starters

SPAG addressed in key tasks

Population, weather, climate, physical, human, diversity, prevailing wind.

Link forward: where next for the learning?

Place studies: Africa (year 7), India (year 8), Russia (year 8), Middle East (year 9)

Geographical skills and fieldwork (KS3 and GCSE)

Physical landscapes of the UK: overview of the location of major upland/lowland areas and river systems (GCSE).

Y7 Geography

Subject	Geography
Term	Cycle 2a
Duration (approx.)	9 Lessons
Module	Why are rivers important?

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

AO1&2- Knowledge and Understanding- Understand the physical processes involved in rivers and flooding, including water cycle, erosion, transportation and deposition. Knowledge of erosional and depositional landforms: waterfalls and meanders.

AO3&4- Understanding and Application- Understand the importance of rivers to people, 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. Case study application: River Severn floods (2007, 2014).

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

1. What is the water cycle?
2. What work do rivers do? (erosion, transportation and deposition)
3. How do rivers change from source to mouth?
4. How do rivers shape the landscape? (waterfalls and meanders)
5. How are rivers important to people?
6. Why does it flood? (human and physical)
7. How do river floods create problems? River Severn 2014
8. How can flooding be managed? River Severn 2007, 2014.

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

Knowledge and understanding: key word quiz

Summative Assessment

Understanding and application: Justifying management on the River Severn (How to structure a 'justify' question using PEEL structure (6 marks))

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

Personal geographies: local issue, understand physical geography of a small area of the UK (KS1&2)

Seasonal and daily weather patterns in the UK (KS1)

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Glossary

Key word quiz

Sentence starters

SPAG addressed in key tasks

Effects, erosion, deposition, transportation, infiltration, meander, waterfall, plunge pool, V-shaped valley, ox-bow lake, soft and hard engineering.

Link forward: where next for the learning?

Coasts: Process of erosion, transportation and deposition (year 8, GCSE)

Natural Hazards: Weather Hazards: Impacts of extreme weather events (GCSE)

River landscapes: processes, landforms and management, River Severn case study (GCSE)

Y7 Geography

Subject	Geography
Term	Cycle 2b
Duration (approx.)	7 Lessons
Module	Africa: A continent of contrast

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

AO1&2– Knowledge and understanding-

Locational and place knowledge of Africa, explain how Africa's past has shaped its present, colonialism, slave trade and the scramble for Africa. Know that Africa is a diverse continent (biomes, climate, landforms, inequality, languages, population and development).

AO3&4– Understanding and application-

Understand the common misconceptions that people have about Africa, e.g., Africa is a country, Explain how levels of development vary within and between countries in Africa as a result of apartheid, technology and growth of megacities. Case study application: two chosen countries within Africa (LIC vs MIC/HIC).

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

1. Where is Africa located? (Africa or not)
2. What is the physical landscape of Africa?
3. What are the common misconceptions about Africa?
4. How has Africa's past shaped its present?
5. How developed are African countries?
6. Is Africa the most diverse continent in the world?

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

Knowledge and understanding: key word quiz.

Summative Assessment

Understanding and application: To what extent is Africa a continent of contrast? Written assessment.

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

Human and physical characteristics, topographical features and understand how these aspects have changed over time (KS2)

Comparison to UK topic (year 7, cycle 1b).

Map skills: longitude and latitude, compass direction, atlas skills (year 7, cycle 1a).

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Glossary

Key word quiz

Writing frames (PEEL.&PAD)

Sentence starters

SPAG addressed in key tasks

Misconception, technology, development, megacity, colonialism, apartheid, inequality, globalization

Link forward: where next for the learning?

Place knowledge: India (year 8), Russia 9year 8) and Middle East (year 9)

Middle East:: Social and economic measures of development (year 9)

Y7 Geography

Subject	Geography
Term	Cycle 3a
Duration (approx.)	11 Lessons
Module	Local Issues: People vs Places

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

AO1&2- Knowledge and Understanding– what is the difference between place and space, causes of population change in the UK, population distribution in the UK, how to conduct a geographical enquiry

AO3&4– Understanding and application– Conducting a geographical investigation in the local area. Data analysis, conclusions and evaluation.

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

1. Where do people live in the UK? (towns, cities, villages, hamlets)
2. What makes a great "space" for a "place"?
3. What is happening to the population of the UK?
4. Do we need more homes in Martley?
5. Setting up a geographical enquiry
6. Data collection techniques: Creating a questionnaire and hypothesis
7. Investigating our local area (Martley fieldwork)
8. Data presentation (proportional arrows and cumulative bar charts)
9. Data analysis
10. Evaluation and conclusions

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

Knowledge and understanding: generating a hypothesis with justifications.

Summative Assessment

Fieldwork assessment write up: Data presentation, analysis, conclusions and evaluations

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

Personal geographies: local issue, understand physical geography of a small area of the UK (KS1&2)

Human and physical characteristics, topographical features and understand how these aspects have changed over time (KS2)

Comparison to UK topic (year 7, cycle 1b).

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Glossary

Writing frames (PEEL.)

Sentence starters

SPAG addressed in key tasks

NIMBY, population, demographics, aging population

Link forward: where next for the learning?

Fieldwork enquiry skills (year 8, GCSE)

Population: changing population structures, quality of life (year 8).

Changing Economic World: economic development and quality of life (GCSE)

Y7 Geography

Subject	Geography
Term	Cycle 3b
Duration (approx.)	6 Lessons
Module	Geology: What's beneath our feet?

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

AO1&2– Knowledge and understanding-

Knowledge of the formation of rocks, rock cycle and geological timescales, explain how rocks change through weathering and erosion

AO3&4– Understanding and application– Identifying rock samples, make connections between different geographical phenomena they have studied. For example, where present environments can give us the key to past geological events e.g. formation of volcanoes.

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

1. What are rocks and how are they a natural resource? (rock cycle, geological timescale, types of rock)
2. How do rocks change? (erosion & weathering)
3. What rocks can we find in the UK?
4. How do we identify rocks? (practical investigation)
5. Geology walk (map and GIS)
6. Investigating rock landforms (independent investigation): The present is the key to the past.

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

Knowledge and understanding: labelling and explaining the rock cycle, key words quiz

Summative Assessment

Investigating rocky landforms (BYOD independent investigation): The present is the key to the past

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

Landforms in the UK (year 7, cycle 1b).

Map skills (year 7, cycle 1a).

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Glossary

Writing frames (PEEL.)

Sentence starters

SPAG addressed in key tasks

Geological timescale, igneous, metamorphic, sedimentary

Link forward: where next for the learning?

Coasts: geology and rock type influence coastal landforms (year 8)

Tectonic hazards: plate tectonics, theory of continental drift, geological timescales (year 9, GCSE)

Glaciated landscapes: glacial landforms result from different physical processes and rock types (year 9).

Physical landscapes in the UK: location of major upland/lowland areas (GCSE)