



Subject	Geography	Year Group	Year 7		
	Autumn 1 and 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme title	[7.1] Our Wider World	[7.2] Weather and Climate	[7.3] Work, Rest and Play	[7.4] Ecosystems	[7.5] Case Studies
Enquiry Question	What does it mean to be a geographer?	What is weather and how does it affect our lives?	How has our economy led to changes in the way we live our lives?	What are the biomes around the world and how do humans interact with these?	What makes the world so diverse?
Purpose of scheme	This topic introduces pupils to geography at Parklands. They will be given an opportunity to both demonstrate prior and develop new knowledge and skills. Pupils will be introduced to the concepts of Physical, Human and Environmental Geography. They will consider the role of geography, the geography of the local and wider area and discover geographical interactions in the world around them.	This topic builds upon knowledge of physical environments and human interactions to look at patterns in weather and climate. Pupils will gain an insight into how weather develops and how this can be measured and presented. The climate of the UK will be compared to other locations. Pupils will complete fieldwork to examine whether Parklands has its own microclimate and present their findings appropriately.	This topic introduces pupils to their first depth study of human geography. They will gain an insight into the UK economy, examining employment sectors and the changing nature of work in a developed nation. The contribution of tourism and transportation to the UK economy will be explored alongside the role of leisure and recreation activities (retail and sport). The role of national parks and AONB will be examined.	This topic introduces pupils to their first depth study of physical geography. They will gain an overview of some of the most well known global ecosystems - how life works there and the threats to them. From knowledge of their local area, they will gain a greater understanding of our local ecosystem to decide whether this is under threat and apply understanding gathered through fieldwork, to make a judgement.	This topic introduces pupils to different countries around the world to give a better understanding of a sense of scale. Global themes are demonstrated through real life examples of a range of countries based around their developmental stages, giving pupils a wider sense of knowledge of world wide issues. Pupils will get to develop their knowledge of topics covered so far this year and apply it on a global scale.
Knowledge in sequence	<ul style="list-style-type: none">• What is a Geographer?• Continents, Oceans and Seas• Our Island Home• The UK in the Wider World• The Geography of Chorley• Market Town or Commuter Town?• Map skills: Coordinates, Scale, Height, Grid References, Map symbols.• Mapping our Local Environment	<ul style="list-style-type: none">• What is Weather and Climate?• Measuring Weather• Presenting Weather Data• Clouds and Rainfall• Air Pressure• UK Climate• Climates Across the World• Conducting a Weather Enquiry	<ul style="list-style-type: none">• The World of Work• Where have the factories gone?• Tourism and the Economy• Transport Developments• Leisure and Recreation• Changes in Retail• National Parks• Geography and sport	<ul style="list-style-type: none">• What is an ecosystem?• Tropical Ecosystems• Future of the Rainforest• Tropical Ecosystems• Future of Tropical Ecosystems• Temperate Ecosystems• Interdependence and Biodiversity• Small-Scale Ecosystems	<ul style="list-style-type: none">• Australia• Singapore• Malawi• Nigeria• Japan• Sierra Leone• Dubai• Russia
Skills	Annotation; Application; Comparison; Fieldwork; GIS; Interpretation; Judgement; Map Skills; Measuring; OS Maps; Sketching; Using sources.	Analysis; Annotation; Bar charts; Distributions; Evaluation; Fieldwork; GIS; Interpretation; Measuring; Patterns; Physical maps; Presentation; Using sources.	Application; Comparison; Extended writing; Identification; Interpretation; Bar charts; GIS; Map work; Patterns; Percentages; Pie charts; Using sources.	Analysis; Application; Cartographic Skills; Evaluation; Extended Writing; Interpretation; Judgement; Map Skills; Field sketching; Using Sources	Analysis; Comparison; Description; Distributions; GIS; Identification; Interpretation; Map skills; Suggestion; Patterns; Population maps; Using sources.
Key words	Chorley; Compass; England; Environment; Environmental geography; Europe; Human geography; Lancashire; Local; OS Maps; Physical geography; United Kingdom.	Air pressure; Anticyclones; Convectional; Climate; Climate zones; Data; Depressions; Frontal; Meteorology; Microclimate; Precipitation; Pressure; Rainfall; Relief; Weather; Wind speed.	Economy; Employment; Globalisation; Industry; Leisure activities; National parks; Quaternary; Primary; Recreation; Retail; Secondary; Sport; Tertiary; Tourism; Transportation.	Acidification; Biome; Biodiversity; Cattle ranching; Deforestation; Ecosystem; Extraction; Food chain; Food web; Invasion of species; Interdependence; Overfishing.	Asia; Biome; Desert; Europe; Moscow; Population distribution; Russia; Subsistence farming; Temperate woodland; Tourism; Transport; Tundra; Economic; Environmental; Desertification.
End point	By the end of this topic pupils will be able to explain the importance of studying Geography. They will be able to state the three approaches to geography (PHE) and be able to give examples within each category. They will be able to explain the importance of the location both Parklands and of Chorley and how this relates to the wider locations of England, the UK and Europe.	By the end of this topic pupils will be able to describe the concepts of weather and climate, explaining the elements that make up weather and climate and the ways in which weather is measured. They will compare the climate of the UK with contrasting areas around the world. Fieldwork will allow pupils to use primary data to complete an enquiry into a microclimate.	By the end of this topic pupils will be able to describe the different employment sectors and give reasons for changes in employment in the UK. They will be able to make links between the economy and recreational activities including retail and sport. Pupils will be able to describe the role of National Parks to support tourism and leisure activities in the UK.	By the end of this topic pupils will be able to explain the concept of ecosystems, describing examples in detail. They will be able to discuss ecosystems local to our area and, through fieldwork, will be able to judge whether it would be right for Parklands to extend into Astley Park and the effects this may have on ecosystems.	By the end of this topic pupils will be able to have a clearer understanding of how the world is connected. They will be able to describe their location in more detail in regards to other examples around the world and get a better sense of their place in the world. They will be able to better practice the skills they have been building on all year and relate them to examples.
Assessment Methods	Extended Piece of Writing: <ul style="list-style-type: none">• Using key skills to respond to a series of questions. Extended piece of writing to demonstrate depth of knowledge.	Skills Based: Skill based question assessment and knowledge recall checks.	Skills Based Check: <ul style="list-style-type: none">• Skills check of previously taught skills and knowledge recall checks of key learning	Extended Piece of Writing: <ul style="list-style-type: none">• Extended piece of writing demonstrating depth and understanding of knowledge based on the topic.	Skills-Based: <ul style="list-style-type: none">• Using key skills to respond to a series of questions.