



	Subject	Geography	Year Group	Year 7		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Scheme title</b>	[7.1] Our Place in the World	[7.2] Ecosystems	[7.3] Work, Rest and Play	[7.4] Weather and Climate	[7.5] The Geography of Russia	[7.6] Development: An Unfair World?
<b>Enquiry Question</b>	<i>What does it mean to be a geographer?</i>	<i>Should Parklands extend into Astley Park?</i>	<i>How has our economy led to changes in the way we live our lives?</i>	<i>Does Parklands have its own unique microclimate?</i>	<i>What makes the Geography of Russia so diverse?</i>	<i>Why do some people live in luxury, whilst others struggle to survive?</i>
<b>Purpose of scheme</b>	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 introduces pupils to their first depth study of physical geography [7.1]. 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 [7.1], 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 their first depth study of human geography [7.1]. 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 [7.2].	This topic builds upon knowledge of physical environments [7.2] and human interactions [7.3] 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 the country of Russia and its unique geography. Using knowledge of physical [7.2; 7.4] environments and human interactions [7.3], they will build upon knowledge of biomes [7.2], consider the effects of the climate [7.4] and examine leisure time and tourism [7.3] in Russia. Pupils will also examine the ongoing Russian invasion of Ukraine and the geographical and geopolitical reasons for this.	This topic builds upon knowledge of the economy [7.3] to examine the concept of development and how health, education and employment can have an affect on the way people live. They will encounter development indicators to measuring levels of development and compare countries at contrasting levels of development, considering possible physical factors [7.2; 7.4]. Pupils will examine the role of international aid to support economic development.
<b>Knowledge in sequence</b>	<ul style="list-style-type: none"> <li>• What is a Geographer?</li> <li>• Continents, Oceans and Seas</li> <li>• Our Island Home</li> <li>• The UK in the Wider World</li> <li>• The Geography of Chorley</li> <li>• Market Town or Commuter Town?</li> <li>• Fieldwork: Geography in Action</li> <li>• Mapping our Local Environment</li> </ul>	<ul style="list-style-type: none"> <li>• What is an ecosystem?</li> <li>• Tropical Ecosystems</li> <li>• Future of the Rainforest</li> <li>• Tropical Ecosystems</li> <li>• Future of Tropical Ecosystems</li> <li>• Temperate Ecosystems</li> <li>• Interdependence and Biodiversity</li> <li>• Small-Scale Ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• The World of Work</li> <li>• Where have the factories gone?</li> <li>• Tourism and the Economy</li> <li>• Transport Developments</li> <li>• Leisure and Recreation</li> <li>• Changes in Retail</li> <li>• National Parks</li> <li>• Geography and sport</li> </ul>	<ul style="list-style-type: none"> <li>• What is Weather and Climate?</li> <li>• Measuring Weather</li> <li>• Presenting Weather Data</li> <li>• Clouds and Rainfall</li> <li>• Air Pressure</li> <li>• UK Climate</li> <li>• Climates Across the World</li> <li>• Conducting a Weather Enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Russia</li> <li>• Biomes in Russia</li> <li>• Climate in Russia</li> <li>• Population of Russia</li> <li>• Life in the City: Moscow</li> <li>• Life outside the City</li> <li>• Tourism in Russia</li> <li>• Russia and Ukraine</li> </ul>	<ul style="list-style-type: none"> <li>• What is Development?</li> <li>• Measuring Development</li> <li>• Development Over Time</li> <li>• Development in an HIC</li> <li>• Development in an LIC</li> <li>• Causes of Poverty</li> <li>• International Aid</li> <li>• Sustainable Development</li> </ul>
<b>Skills</b>	Annotation; Application; Comparison; Fieldwork; GIS; Interpretation; Judgement; Map Skills; Measuring; OS Maps; Sketching; Using sources.	Analysis; Application; Cartographic Skills; Evaluation; Extended Writing; Interpretation; Judgement; Map Skills; Field sketching; Using Sources	Application; Comparison; Extended writing; Identification; Interpretation; Bar charts; GIS; Map work; Patterns; Percentages; Pie charts; Using sources.	Analysis; Annotation; Bar charts; Distributions; Evaluation; Fieldwork; GIS; Interpretation; Measuring; Patterns; Physical maps; Presentation; Using sources.	Analysis; Comparison; Description; Distributions; GIS; Identification; Interpretation; Map skills; Suggestion; Patterns; Population maps; Using sources.	Annotation; Application; Cartographic skills; Distributions; Evaluation; Extended writing; Interpretation; Judgement; Map skills; Patterns; Using sources.
<b>Key words</b>	Chorley; Compass; England; Environment; Environmental geography; Europe; Human geography; Lancashire; Local; OS Maps; Physical geography; United Kingdom.	Acidification; Biome; Biodiversity; Cattle ranching; Deforestation; Ecosystem; Extraction; Food chain; Food web; Invasion of species; Interdependence; Overfishing.	Economy; Employment; Globalisation; Industry; Leisure activities; National parks; Quaternary; Primary; Recreation; Retail; Secondary; Sport; Tertiary; Tourism; Transportation.	Air pressure; Anticyclones; Convectonal; Climate; Climate zones; Data; Depressions; Frontal; Meteorology; Microclimate; Precipitation; Pressure; Rainfall; Relief; Weather; Wind speed.	Asia; Biome; Desert; Europe; Moscow; Population distribution; Russia; Subsistence farming; Steppe; Taiga; Temperate woodland; Tourism; Transport; Tundra; Ukraine; Vladivostok.	Bilateral aid; Development; Economic; Education; Environmental; Extreme poverty; Health; GDP; GNI; HDI; Inequality; International Aid; Nepal; NGOs; Quality of life; Poverty; Social.
<b>End point</b>	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 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 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 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 work. 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 explain why the geography of Russia is unique. They will be able to make links to the physical environment, using prior learning to explain how differing biomes change the way people live. They will also be able to make links to human interactions to explain the role of transport in such a vast country and leisure activities.	By the end of this topic pupils will be able to make links between the economy and development. They will be able to compare the development of an HIC with an LIC, suggesting reasons for lack of development. They will be able to explain the role of international aid in supporting developing countries and suggest how make development sustainable.
<b>Assessment Methods</b>	<i>Skills-Based:</i> • Using key skills to respond to a series of questions.	<i>Fieldwork and Decision Making:</i> • Woodland and River investigation - should the new Humanities block be built in Astley Park?	<i>Extended Writing:</i> • Holidays at Home - What opportunities for tourism can be found in the UK?	<i>Fieldwork Enquiry:</i> • Microclimate investigation - Does Parklands have its own unique microclimate?	<i>Skills-Based:</i> • Using key skills to respond to a series of questions.	<i>Issue Evaluation:</i> • Which action should be taken to support development in the country of Bolivia?