Scheme of Work   **Geography**   **YEAR 7**

	Introduction to the UK	Physical landscapes in the UK	Weather & climate in the UK	The people of the UK
Key concepts	• The UK comprises the nations of England, Wales, Scotland and Northern Ireland. • Areas and places within the UK have their own distinctive characteristics. • The UK is part of the continent of Europe, one of seven global continents surrounded by huge oceans. • The local environment is the ideal starting point for geographical study, providing opportunities for study and practical investigation. • The interpretation and understanding of OS maps (such as grid references, measuring distance and interpreting contour patterns) is fundamental to the study of geography at all levels.	• The term 'landscape' comprises the physical, biological and human elements of a place or view. Landscapes are important in shaping people's lives. • Geology is a significant factor in the development of UK landscapes. • The physical geography of the UK is shaped by a range of processes including weathering, erosion and deposition. These processes are part of the rock cycle. • Distinctive processes and landforms are associated with rivers, coasts and mountains. • The physical landscape has a significant impact on patterns and processes in human geography, affecting human activity and settlement. • Maps and photos – particularly OS and atlas maps – are useful to geographers in interpreting and understanding physical landscapes.	• The weather describes the day-to-day condition of the atmosphere whereas climate is the long-term average. • Aspects of the weather (such as temperature and precipitation) can be measured and recorded to enable forecasts to be made. • Several factors affect the weather in the UK, such as the North Atlantic Drift ocean current. • Precipitation is a component of the water cycle, one of Earth's most important natural systems. • Urban areas create distinctive microclimatic conditions. • Despite experiencing a moderate climate, the UK occasionally experiences extreme weather events. • Whilst the UK experiences a temperate maritime climate, there are significant regional climatic variations.	• The UK has a diverse population and this has changed over time. • A census is taken every ten years to measure the UK population. • The UK has an ageing population and this presents opportunities and challenges. • There are several reasons why Leicester has grown into a large city, e.g. transport links, farming, its relief and climate. • Leicester has several land uses that are typical of an urban area, e.g. transport, housing, industry, shops and open spaces. • There are different types of rural settlement, e.g. hamlet, village and commuter village. • Population pyramids present data about population structure.
Themes	1.1 Our island home 1.2 Land's End to John o'Groats 1.3 The UK in Europe 1.4 Exploring the local environment 1.5 Learning about the UK using OS maps 1.6 Skills Focus: OS maps	2.1 UK landscapes 2.2 Landscape processes 2.3 River landscapes 2.4 Coastal landscapes 2.5 Mountains and glacial landscapes 2.6 Skills Focus: Physical atlas maps	3.1 Recording the weather 3.2 Why is our weather so changeable? 3.3 Rain 3.4 Urban microclimates 3.5 Extreme weather in the UK 3.6 Skills Focus: Climate atlas maps	4.1 A diverse country 4.2 Measuring population 4.3 The impacts of migration 4.4 Living in Leicester 4.5 Comparing rural areas 4.6 Skills Focus: Population pyramids
Challenge	Planned expectation; task; choice of activity; questioning; outcome; extension; group	Planned expectation; task; choice of activity; questioning; outcome; extension; group	Planned expectation; task; choice of activity; questioning; outcome; extension; group	Planned expectation; task; choice of activity; questioning; outcome; extension; group
Support	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension; group; AFL; Planned expectation; choice of activity	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension; group; AFL; Planned expectation; choice of activity	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension; group; AFL; Planned expectation; choice of activity	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension; group; AFL; Planned expectation; choice of activity
Literacy focus	describe landscapes from photos; label and annotate maps/photos; write descriptively	describe landscape and land use from photos; label and annotate photos; draw conclusions; describe landscapes and land use from photos	annotate and label maps; use and interpret cartoons; write descriptively	draw conclusions; identify questions; describe landscape and land use from photos
Numeracy focus	understand numerical	collect and interpret	collect and interpret	use and interpret line

	data; complete bar charts; complete pictograms; collect and interpret fieldwork data	fieldwork data; understand and use numerical data; complete ; complete bar charts and line graphs; complete histograms	fieldwork data; interpret atlas and choropleth maps; understand and use numerical data; complete pie charts and divided bar charts; complete line graphs; complete map cross-sections; complete isoline maps and choropleth maps; use, interpret and complete climate graphs; understand and use mean	graphs; make predictions and identify trends in numerical data; collect and interpret fieldwork data; use, interpret and compare choropleth maps; complete pie charts and double bar charts; understand and use percentage; complete line graphs; use, interpret and complete bar charts; understand and use numerical data including percentage increase; use, interpret and complete divided bar charts; use, interpret and complete population pyramids
Cross-curricular links	English, History, Maths	English, Maths, Science	English, Maths, Science	Citizenship, English, Maths, PSHE
SMSC & MBV	Cultural: Exploring, understanding and respecting diversity. Cultural: Participating and responding to cultural activities. Cultural: Understanding and appreciating personal influences. Moral: Developing and expressing personal views or values. Social: Developing personal qualities and using social skills. Social: Participating, cooperating and resolving conflicts. Social: Understanding how communities and societies function. Spiritual: Developing personal values and beliefs. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Exploring the values and beliefs of others. Spiritual: Spiritual: Using imagination and creativity in learning. Knowledge, confidence and self-esteem. Democracy: Combatting discrimination	Cultural: Understanding and appreciating personal influences. Moral: Developing and expressing personal views or values. Social: Developing personal qualities and using social skills. Social: Understanding how communities and societies function. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Using imagination and creativity in learning.	Moral: Developing and expressing personal views or values. Moral: investigating moral and ethical issues. Moral: Recognising right and wrong and applying it. Moral: Understanding the consequences of actions. Social: Developing personal qualities and using social skills. Social: Participating, cooperating and resolving conflicts. Spiritual: Developing personal values and beliefs. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Understanding human feelings and emotions. Spiritual: Using imagination and creativity in learning.	Cultural: Exploring, understanding and respecting diversity. Cultural: Understanding and appreciating personal influences. Moral: Developing and expressing personal views or values. Moral: investigating moral and ethical issues. Moral: Recognising right and wrong and applying it. Moral: Understanding the consequences of actions. Social: Developing personal qualities and using social skills. Social: Participating, cooperating and resolving conflicts. Social: Understanding how communities and societies function. Spiritual: Developing personal values and beliefs. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Exploring the values and beliefs of others. Spiritual: Understanding human feelings and emotions. Spiritual: Using imagination and creativity in learning. Knowledge, confidence and self-esteem. Civil and criminal law: Right and wrong. Combatting discrimination
ASSESSMENTS	Formative 'checkpoint' and keyword quizzes. End of unit summative	Formative 'checkpoint' and keyword quizzes. End of unit summative	Formative 'checkpoint' and keyword quizzes. End of unit summative	Formative 'checkpoint' and keyword quizzes. End of unit summative

	assessment.	assessment.	assessment.	assessment.
Out of school learning	Fieldwork	Fieldwork	Fieldwork	Fieldwork

LINK TO RESOURCES: ..\..\Lesson resources\KS3 Geography\7