



Geography Year 7 – Fantastic Places and where to find them!

This scheme of work consolidates place and locational knowledge gained in KS2. All students need to be able to locate the continents and oceans and the main countries in each of the continents. Students will learn a variety of OS Map skills by exploring different places around the world. They will be given the opportunity to practice these using our local OS Maps. This unit will start students on their journey of thinking and writing like a geographer. This unit feeds forward to the next unit on ‘Shaping the Land’ as it provides students with essential place knowledge of the UK. This will help them as they start to look at the geology of the UK. This unit also helps students understand the location of the countries across the globe that they will study throughout the rest of Key Stage three.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Activities/Assessment (to including the metacognitive/learning verb</u> <u>Marked Work</u>	<u>Vocabulary – Taught in lesson and set for homework</u>	<u>Retrieval and homework</u>
Lesson 1 & 2: KG – Describe the three types of geography. Identify the differences between physical, human and environmental geography	Students develop and understanding of the 3 different types of Geography: Physical, Human and Environmental. They learn how to identify these 3 terms using geographical terminology. Follows on from Primary School – students will have studied some World Geography.	Students are introduced to the unit on ‘Fantastic Places’. Students complete a quiz on films and countries. They then read out the definitions of Geography and watch a clip. They then brainstorm what they think Geography is, then the teacher explains the 3 strands, physical, human and environmental.	Physical Human Environmental	Homework: To be set on a weekly basis. From the vocabulary identified for retrieval in the next lesson. Homework set on the last lesson of the week, using vocab from that lesson in preparation for retrieval in the first lesson of the next week.

	Feeds forward to the next lesson as we begin to explore a range of places.			
<p>Lesson 3 & 4: KG – Describe the location of Rio de Janeiro</p> <p>Use compass directions to describe the location of a country or city.</p>	<p>Students identify the continent of South America. Describe the location of Brazil and Rio. Learn how to use compass directions.</p> <p>Follows on from previous lesson as students now start to look at the continents.</p> <p>Feeds forward to next lesson looking at grid references in maps.</p>	<p>Students start with their A4 'Around the World' sheet which they will complete during the unit. They watch a clip about Rio and locate South America, Brazil and Rio on a map. Students then use compass directions to take a tour of Rio. Students add the Tropic of Capricorn on their map.</p>	<p>Compass directions Contrast Favelas</p>	<p>Daily Retrieval: Physical Human Environmental Challenge:</p>
<p>Lesson 5 & 6: KG – Explain how to use 4 and 6 figure Grid References</p> <p>Be able to use 4 and 6 figure Grid References</p>	<p>Students identify the continent of Africa. Describe the location of Zambia and Zimbabwe. Students use 4 and 6 figure Grid references to identify areas around Victoria Falls.</p> <p>Follows on from previous lesson moving on to a new continent.</p>	<p>Students locate, Africa, Zambia, Zimbabwe and Victoria Falls on a map. Students add the Tropic of Cancer and the equator to their map. Student describe the location of Victoria Falls then learn how to take 4 and 6 figure grid references.</p>	<p>4 figure Grid reference 6 figure Grid reference Images</p>	<p>Daily Retrieval: Compass directions Contrast Challenge:</p>

	Feeds forward to the next looking at contour lines.			
Lesson 7 & 8: KG – Explain how we find the height of Mt St Helens Can you measure height on a map?	Students identify the continent of North Africa, USA and Mt St Helens. Students use maps with contour lines, layer shading and spot heights accurately.	Students locate North America, USA and Mt St Helens on their map. Students draw on the Arctic Circle on their map. Students learn how to use contour lines on a map to show height.	Contour lines Spot heights	Daily Retrieval: 4 figure Grid reference 6 figure Grid reference Images Challenge:
Lesson 9 & 10 – Explain how we can measure distance. To use Scale and distance accurately on a map.	Students identify the continent of Antarctica and locate some specific places. Students use scale to measure a straight line distance . Follows on from previous lesson as we now move onto a new continent. Feeds forward to the next which consolidates knowledge on scale and distance.	Students complete a quick quiz on facts about Antarctica mark it on their map. The teacher then explains the idea of scale comparing a map of the UK with Antarctica. Students then complete a task using scale and distance to direct Pingu around Antarctica.	Scale Distance Measure	Daily Retrieval: Contour lines Spot heights Challenge:
Lesson 11 & 12: KG – Explain how we can measure distance along a winding river.	Students identify the continent of Asia and locate India . Students use scale to measure distance along winding routes.	Students watch a clip to look at the journey the Ganges takes to reach the sea. Students then locate Asia, India and the Ganges on map. They also mark on Kolkata and Delhi. The teacher explains how to measure distance along a curved route using string and then paper.	Routes	Daily Retrieval: Scale Distance Measure Challenge:

<p>To use Scale and Distance along a winding route.</p>	<p>Follows on from previous lesson to consolidate how to measure distance.</p> <p>Feeds forward to the next looking at a new continent and using compass directions.</p>	<p>Pupils then measure the Ganges using both methods and then they judge which was more accurate.</p>		
<p>Lesson 13 & 14: KG – Describe the best ways to travel around the Great Barrier Reef</p> <p>To use and follow compass directions accurately.</p>	<p>Students locate Oceania, Australia and the Great Barrier Reef. Students use compass directions</p> <p>Follows on from previous lesson to practice using compass directions.</p> <p>Feeds forward to next lesson looking at the continent of Europe.</p>	<p>Students watch a short clip on Finding Nemo then write down what they already know about Australia and the Great Barrier Reef. Students mark in Australia, Cairns and the Great Barrier Reef on their map. Pupils complete a compass rose in their books then use the compass directions to plan a trip around Cairns.</p> <p>Marked Work – Sketch Map and description of route</p>	<p>Compass Rose Reef</p>	<p>Daily Retrieval: Routes Challenge:</p>
<p>Lesson 15 & 16: KG Explain how we use symbols on OS maps.</p> <p>Identify a range of OS Map symbols.</p>	<p>Students locate Europe and the UK. They use 4 & 6 figure Grid References to find their way around the Lake District. Students identify different OS Map symbols.</p>	<p>Students read a poem about the Lake District for inspiration. They locate Europe, UK and the Lake District on a map. Pupils learn about the different tourist activities in the Lake District. They use OS Map symbols to identify places on the map.</p>		<p>Daily Retrieval: Compass Rose Reef Challenge:</p>

	<p>Follows on from the previous lesson as we know look at map symbols.</p> <p>Feeds forward to the next lesson as we start preparation for the assessments.</p>			
Lesson 17: Assessment	<p>Students demonstrate their knowledge of place and application of map skills.</p> <p>Follows on from previous lessons as students are now demonstrating knowledge.</p>	<p>Students answer questions on their locational knowledge of the continents and countries. Then practice of map skills using a map of Helvyllyn in the Lake District.</p> <p>Marked Work</p>		
Lesson 18: Explain how we investigate our environment)	<p>The next set of four lessons introduces students to a fieldwork enquiry based on the school grounds.</p> <p>Follows on from earlier lessons on how to think like a geographer.</p> <p>Feeds forward to fieldwork techniques in years 8 and 9 and GCSE paper 3.</p>	<p>Students learn the sequence of enquiry for fieldwork and plan an investigation to take place on the school grounds using an Environmental Quality Survey.</p>	<p>Enquiry Environment Visual Pollution Noise Pollution</p>	
Lesson 19: Carry out Environmental Quality Survey around the school	<p>Feeds forward to fieldwork techniques in years 8 and 9 and GCSE paper 3</p>	<p>Students visit several places around the school ground and collect data about the environment.</p>		<p>Daily Retrieval: Enquiry Environment Visual Pollution</p>

				Noise Pollution Challenge:
Lesson 20: Draw up your data	Feeds forward to fieldwork techniques in years 8 and 9 and GCSE paper 3	Students practice data presentation techniques. Drawing up their findings in a variety of graphs and charts.	Bar graph	
Lesson 21: Analyse and Evaluate your fieldwork	Feeds forward to fieldwork techniques in years 8 and 9 and GCSE paper 3	Marked Work: Students analyse their results and evaluate the effectiveness of their investigation. Making suggestions for improvements in the future.	Conclusion Evaluation	