



SUBJECT: Geography

YEAR GROUP: Year 7						
Rationale	Pupils will recap on previous knowledge and skills, building on core concepts to develop an interest in the world around them. Key knowledge and skills will be introduced and applied to a variety of contexts, helping pupils to see the relevance of the study of Geography and develop a life-long interest in places and the people who live in them.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	How do we manage our towns and cities?	How do we manage our towns and cities?	What are Weather Hazards?	What are Weather Hazards?	Where are we in the world? (A sense of place)	Where are we in the world? (A sense of place)
Knowledge	<ul style="list-style-type: none"> Key Stage1/2 Audit What is Geography? Structure – Morphology Land use Local area study Shape/maps/ photos Changes in land use Challenges/solutions Review 	<ul style="list-style-type: none"> Redevelopment/ Regeneration – futures. Sustainability – the concept Sustainable settlements BEDZED/ Masdar Design a settlement 	<ul style="list-style-type: none"> Weather and climate Types Measuring/ forecasting Microclimate Rainfall: causes and types (inc water cycle) Depressions/ storms Mind maps – different weather hazards 	<ul style="list-style-type: none"> Avalanches Drought Tropical storms Hurricanes Cyclones – Bangladesh Cyclone Sidr Storyboard Review 	<ul style="list-style-type: none"> Maps and photographs Ordnance Survey: Direction, symbols and scale Ordnance Survey: Grid references – 4 and 6 Figure Ordnance Survey: Height Skills practice (application to different scales) 	<ul style="list-style-type: none"> Atlas – content and use Latitude and Longitude World map – label key features (test) China – mini country study Detailed country study – Independent pupil study (with structure/frame work)
Skills	<p>Pupils use and annotate photographs/illustrations/sketches to support explanation.</p> <p>Pupils select and interprets geographical information including research.</p> <p>Pupils investigate a series of key geographical questions focusing on the site and settlement of London. Evidence is selected, prioritised and analysed. Key GCSE concepts of Analysis, Conclusion and Evaluation are introduced.</p>	<p>Pupils describe a range of sustainable features. Key words are included and used accurately.</p> <p>Pupils explain how selected features are sustainable, using some evidence/ examples.</p> <p>Pupils make judgements about sustainability, providing some evidence to support conclusions.</p> <p>Pupils use and annotates photo-graphs /illustrations/ sketches to support explanation.</p>	<p>Pupils can describe a range of weather types and identify spatial and seasonal variations.</p> <p>Pupils can explain why some of these weather types happen, focusing on causes and reasons for spatial and seasonal variations.</p> <p>Pupils can judge the effectiveness of different strategies to protect against avalanche and other weather events.</p> <p>Pupils use research and text/images to evaluate.</p>	<p>Pupils describe the location of Bangladesh and a range of causes, effects and responses</p> <p>Pupils explain causes, effects and responses using some evidence/ examples.</p> <p>Make judgements about Cyclone Sidr and its impact, through making some comparisons, providing evidence to support conclusions.</p>	<p>Select, adapt and use a variety of skills and techniques to interpret maps, particularly Ordnance Survey maps, at a variety of different scales.</p> <p>Skills covered include:</p> <ul style="list-style-type: none"> Direction Scale Symbols 4 and 6 figure grid references Height (contours, spots, layer shading) Arial photographs Field sketches Photo annotation 	<p>Select, adapt and use a variety of skills and techniques to interpret atlas maps and thematic studies of places/populations.</p> <p>Skills covered include:</p> <ul style="list-style-type: none"> Independent research Latitude and Longitude Location of Physical features Location of countries/capital cities Location of land masses Using an atlas GIS



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Assess-ments	<p>Why did London grow as a settle-ment?</p> <p>Written Task – Timed with scaffolded questions.</p> <p>1 Week Describes a wide variety of reasons as to why London grew.</p> <p>Explains how each reason con-tributed to the growth of London. Support explanation with evidence/ examples.</p> <p>Evaluates how suitable London is as a Capital City, making judgements about benefits and problems in the urban area based on a range of supporting evidence. Draws valid conclusions.</p>	<p>Design a sustainable settlement.</p> <p>Explain and evaluate different features</p> <p>Group planning, Individual A3 design with annotation</p> <p>2 weeks CITIZENSHIP TASK</p>	<p>Avalanches – Mini assess-ment</p> <p>Produce an information leaflet/poster on how to protect against/ respond to avalanches</p> <p>1 week</p>	<p>Cyclone Sidr Storyboard</p> <p>Assessment and review.</p> <p>Produce a detailed, 8-10 slide story-board focusing on the 2007 Cyclone Sidr in Bangla-desh</p> <p>3 weeks</p>	<p>Ordnance Survey Map Assessment</p> <p>Written Test</p> <p>Assessment test focusing on all 6 map skill themes. Test uses an OS map (GCSE links)</p> <p>1 Lesson</p>	<p>Passport to the world: Country project</p> <p>Produce a detailed study of one country, applying all skills from this unit</p> <p>2 weeks</p>
Homework	<p>Settlement Structure worksheet</p> <p>Where I Live Sheet</p> <p>London Research</p> <p>Assessment – Growth of London (preparation)</p> <p>Research – sustainable settlements</p>	<p>BedZED research</p> <p>Singapore/Ger many sustainable settlements</p> <p>Planning sheet</p> <p>Photographs / research for assessment</p>	<p>Avalanche research</p> <p>Video notes</p> <p>Design an Avalanche Warning Leaflet</p> <p>Cyclone Sidr Research</p>	<p>Cyclone Sidr Assessment – 4 separate homework sessions to complete after lesson activities</p> <p>Research – comparison tropical storm</p>	<p>Map skills activities (variety)</p> <p>OS Website</p> <p>Practice assessment</p> <p>Revision for Map Skills assessment</p>	<p>Atlas skills activities (variety)</p> <p>Country study - research</p>