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	**What is the desert biome like?**	**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	▪ Key Stage1/2 Audit ▪ What is Geography? ▪ Deserts – Climate and location ▪ Deserts – Adaptation of plants and animals ▪ Cold climates – Location and climate ▪ Adaptation and change How do people survive and how do they impact on hostile environments?	▪ Structure – Morphology ▪ Land use ▪ Local area study ▪ Shape/maps/ photos ▪ Changes in land use ▪ Challenges/solu -tions ▪ Review ▪ Redevelopment/ Regeneration – futures. ▪ Sustainability – the concept ▪ Sustainable settlements ▪ BEDZED/ Masdar ▪ Design a settlement	▪ Weather and climate ▪ Types ▪ Measuring/ ▪ forecasting ▪ Microclimate ▪ Rainfall: causes and types (inc water cycle) ▪ Depressions/ storms ▪ Mind maps – different weather hazards	▪ Avalanches ▪ Drought ▪ Tropical storms ▪ Hurricanes ▪ Cyclones – Bangladesh ▪ Cyclone Sidr ▪ Storyboard ▪ Review	▪ 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)	▪ 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	Pupils use and annotate photographs/illust rations/sketches to support explanation. Pupils select and interprets geog- raphical informa- tion including research. Pupils investigate a series of key geographical questions focusing on location, climate and characteristics of HOT DESERTS. Evidence is selected, prioritised and analysed. Key GCSE concepts of Analysis, Conclusion and	Pupils describe a range of sustainable features. Key words are included and used accurately. Pupils explain how selected features are sustainable, using some evidence/ examples. Pupils make judgements about sustain- ability, providing some evidence to support conclusions. Pupils use and annotates photo-graphs /illustrations/ sketches to	Pupils can describe a range of weather types and identify spatial and seasonal variations. Pupils can explain why some of these weather types happen, focusing on causes and reasons for spatial and seasonal variations. Pupils can judge the effective- ness of different strategies to protect against avalanche and other weather events.	Pupils describe the location of Bangladesh and a range of causes, effects and responses Pupils explain causes, effects and responses using some evidence/ examples. Make judge- ments about Cyclone Sidr and its impact, through making some comparisons, providing evidence to support conclusions.	Select, adapt and use a variety of skills and techni- ques to inter- pret maps, particularly Ordnance Survey maps, at a variety of different scales. **Skills covered include:** ▪ Direction ▪ Scale ▪ Symbols ▪ 4 and 6 figure grid references ▪ Height (contours, spots, layer shading) ▪ Arial photographs ▪ Field sketches	Select, adapt and use a variety of skills and techniques to interpret atlas maps and thematic studies of places/populatio ns. **Skills covered include:** ▪ Independent research ▪ Latitude and Longitude ▪ Location of Physical features ▪ Location of countries/capi tal cities ▪ Location of land masses ▪ Using an atlas ▪ GIS

	Evaluation are introduced.	support explan-ation.	Pupils use research and text/images to evaluate.		▪ Photo annotation	

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Assess-ments	***Formative:*** ***Design a desert animal.*** **<u>Written Task</u> – Timed with scaffolded questions.** **<u>1 Week</u>** Describes a wide variety of adaptations Explains how each adaptation links to the desert environment and climate. Support explanation with evidence/ examples. Evaluates the most important/ effective adaptation for survival in the desert environment based on a range of supporting evidence. Draws valid conclusions.	***Formative:*** ***Design a sustainable settlement.*** **Explain and evaluate different features** **Group planning, Individual A3 design with annotation** **<u>2 weeks</u>** **CITIZENSHIP TASK** **<u>Summative Assessment 1</u>** **Key words** **Describe questions – deserts** **Explain/ Evaluate** **Skills – climate graphs/photographs/maps**	***Formative:*** ***Avalanches – Mini assess-ment*** **<u>Produce an information leaflet/poster</u> on how to protect against/ respond to avalanches** **<u>1 week</u>**	***Formative:*** ***Cyclone Sidr Storyboard*** **Assessment and review.** **<u>Produce a detailed, 8-10 slide story-board</u> focusing on the 2007 Cyclone Sidr in Bangla-desh** **<u>3 weeks</u>**	***Formative:*** ***Ordnance Survey Map Assessment*** **Assessment test focusing on all 6 map skill themes. Test uses an OS map (GCSE links)** **<u>1 Lesson</u>** **<u>Summative Assessment 2</u>** **Key words** **Describe questions –** **Explain/ Evaluate** **Skills – climate graphs/photographs/maps**	***Formative:*** ***Passport to the world: Country project*** **<u>Produce a detailed study of one country</u>, applying all skills from this unit** **<u>2 weeks</u>**
Homework	**Settlement Structure worksheet** **Where I Live Sheet** **London Research** **Assessment – Growth of London (preparation)** **Research – sustainable settlements**	**BedZED research** **Singapore/Germany sustainable settlements** **Planning sheet** **Photographs / research for assessment**	**Avalanche research** **Video notes** **Design an Avalanche Warning Leaflet** **Cyclone Sidr Research**	**Cyclone Sidr Assessment – 4 separate homework sessions to complete after lesson activities** **Research – comparison tropical storm**	**Map skills activities (variety)** **OS Website** **Practice assessment** **Revision for Map Skills assessment**	**Atlas skills activities (variety)** **Country study - research**