

Geography Year 7 Long Term Plan

Rationale with end points: In Year 7 we endeavour to introduce students to a range of human, physical and environmental geographical concepts developing deeper understanding from key stage 2. For example, comparing the geography of the United Kingdom to Kenya. In addition, Students will learn how to analyse data by conducting a microclimate study around the school and evaluate their findings. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and appropriately in their writing. Students will develop their reading, writing, and speaking and listening skills, to encourage high levels of literacy across all disciplines.

Term	Topic	Knowledge	Skills	Reading /wider reading
Autumn term 1	Geography skills Maps Baseline Assessment.	Extend knowledge of the World's major countries/cities and their physical and human features. Build on their knowledge of globes, maps and atlases. Apply and develop this knowledge in the classroom and local area.	Skills interleaved: Be able to use an atlas. Continue to develop a glossary of key terms to use in answering questions. Interpret Ordnance survey maps in the classroom. (1:50000) Use grid references, key scale, compass direction. Use other thematic mapping (choropleth) aerial and satellite photography. Google Earth.	Wider reading: Article on the use of maps to be read and commented on in class.
Autumn 2	Geography of the UK. Local fieldwork study. Re teach Geography skills	Understand how human and physical processes interact to influence and change landscapes, environments and the climate of the UK.	Interpret a wide range of sources of geographical information including maps, diagrams and globes. Data collection, presentation and analysis. Mean/mode/median.	Wider reading: Article on the NHS to be read and commented on in class.

<p>Spring 1</p>	<p>Glaciers</p>	<p>Understand the processes that give rise to key glacial features of the World. How these are interdependent. How these features bring about spatial variation and change over time. Understand the geological timescales associated with glacial landscapes.</p>	<p>Use an Ordnance Survey map or google Earth to identify key glacial features such as a U shaped valley, a pyramidal peak or an arete in the Lake District or Snowdonia. Continue to develop a glossary of key glacial terms to use in answering questions.</p>	<p>Wider reading: Article about Glaciers to be read and commented on in class.</p>
<p>Spring 2</p>	<p>Africa Re teach Glaciers.</p>	<p>Extend their locational knowledge and deepen their spatial awareness of Africa's countries using maps/google Earth.</p>	<p>Continue to develop a glossary of key terms linked to the study of Africa. Use a variety of different sources of information to analyse places in Africa. Manipulate data linked to the study of different countries in Africa.</p>	<p>Wider reading: Article about Mali to be read and commented on in class.</p>
<p>Summer 1</p>	<p>Kenya</p>	<p>Understand geographical similarities, differences and links between places through the study of human and physical geography of Kenya. Compare and contrast the human and physical geography of Kenya and the UK.</p>	<p>Continue to develop a glossary of key terms linked to the study of Kenya. Use a variety of different sources of information to analyse the country of Kenya. To use an atlas to locate Kenya, its capital city and main physical and human geographical features. Manipulate data to compare and contrast the human and physical geography. Be able to compare this data to the UK.</p>	<p>Wider reading: Article about Kenya to be read and commented on in class.</p>



Summer 2	Kenya Consolidate learning where needed. Summative assessments.			
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