

Year 7

| Timing | Unit Title | Key Question | Knowledge | Assessing understanding |
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| Autumn 1 | Introduction to Geography and what does geography mean to me? | How can we use maps as tools in Geography? Geographies of scale | <ul style="list-style-type: none"> • The purpose of Geography and how we approach the study of Geography. • How map are interpreted and used. • OS map skills • What does geography mean to me? Geography at a global, national and local scale. • How have women shaped geography? | <p>How understanding is assessed</p> <ul style="list-style-type: none"> • Peer, self and teacher assessment throughout the term of work produced. • Students will be able to understand the purpose of Geography and how we approach the study of Geography. • Students will be able to start to investigate geography using maps at different scales. <p>Skills</p> <ul style="list-style-type: none"> • OS map skills. • Data description and analysis • Geographic literacy • PEEL paragraph writing • Development and justification of own ideas based on geographical concepts and understanding. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> • Persuasive letter writing • Designing a sustainable settlement |
| Autumn 2 | Urban environments | Where do people live? | <ul style="list-style-type: none"> • Where do people live? • What are the social issues in urban areas? • What are the environmental issues in urban areas? • What are brownfield and greenfield sites and how can we use them in the future? • The need for and development of sustainable settlements. • Designing our own sustainable settlements of the future. Place focus- the Middle East | |

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| <p>Spring 1</p> | <p>Weather and Climate</p> | <p>What causes different types of weather and how do we measure it?</p> <p>How does weather affect human activities?</p> | <ul style="list-style-type: none"> ● The different elements of the weather and how they are measured. ● An investigation into whether the school has a microclimate and the reasons for this. ● The factors that affect climate ● Drawing a climate graph and analysing data. ● Hurricane formation ● The effects and responses to a hurricane. ● Tornado formation and effects, and how they differ from hurricanes. ● Effects of the extreme weather- weather presentations. | <p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Peer, self and teacher assessment throughout the term of work produced. ● Students can identify and explain the different elements of the weather. ● Students can explain the data collected in the microclimate investigation. ● Students can explain the factors that affect climate. ● Students can explain hurricane formation. ● Students can categorise effects and responses to extreme weather events. ● Students can describe how rivers change downstream ● Students can explain the causes and effects of river flooding ● Students can assess how river management can overcome issues of flooding. |
| <p>Spring 2</p> | <p>River environments</p> | <p>How do rivers and flood affect people?</p> | <ul style="list-style-type: none"> ● How does a river change downstream? A river journey. ● How important are rivers to people? ● Why does flooding happen? ● What are the impacts of flooding on people and the environment? ● How can we manage flooding? | <p>Skills</p> <ul style="list-style-type: none"> ● Investigative skills: conducting fieldwork and responding to hypotheses to reach a conclusion. ● Constructing graphs from data, and describing and analysing them. ● Constructing and describing climate graphs ● Geographic literacy ● PEEL paragraph writing – particularly focused on how evidence is used to support points. ● Development and justification of own ideas based on geographical concepts and understanding. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> ● Test on weather and climate |

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| | | | | <ul style="list-style-type: none"> Project on extreme weather completed in class and for homework. |
| Summer 1 & 2 | Ecosystems | What is the relationship between living things and their environment? | <ul style="list-style-type: none"> Describe and explain the distribution of the world's biomes The nutrient cycle The climate of the tropical rainforest. Plant and animal adaptations to the tropical rainforest. How people use the tropical rainforest and the issues that arise from this. Issues surrounding management of these environments. Investigations of different environments including polar and hot deserts. | <p>How understanding is assessed</p> <ul style="list-style-type: none"> Peer, self and teacher assessment throughout the term of work produced. Students can describe and explain the distribution of the world's biomes. Students can describe and explain the climate of tropical rainforests. Students can identify and explain plant and animal adaptations to the tropical rainforest. Students can identify areas of conflict surrounding how tropical rainforests are used and managed. <p>Skills</p> <ul style="list-style-type: none"> Comprehension Geographic literacy PEEL paragraph writing Debating Development and justification of own ideas based on geographical concepts and understanding. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> Comprehension on the effects on mining on deforestation completed in class. A role play debating whether economic development or environmental sustainability was more important in a tropical rainforest. |
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