

Year 7

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	Introduction to Geography and what does geography mean to me?	How do I experience the world?	<ul style="list-style-type: none"> • The purpose of Geography and how we approach the study of Geography. • What does geography mean to me? Geography at a global, national and local scale. • What is sense of place? • How does urban design affect sense of place? fieldwork investigation. • 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 fieldwork in the school grounds. <p>Skills</p> <ul style="list-style-type: none"> • Oracy. • Fieldwork. • 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	<p>Where do people live?</p> <p>What are the social and environmental issues in urban areas and how do we solve them?</p>	<ul style="list-style-type: none"> • Where do people live? • How can map skills help us to understand the characteristics of urban places? • 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. 	

Spring 1	Weather and Climate	<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.
Spring 2	River environments	How do rivers and flood affect people?	<ul style="list-style-type: none"> • How does a river change downstream? A river's 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. • Project on extreme weather completed in class and for homework.

<p>Summer 1 &2</p>	<p>Ecosystems</p>	<p>What is the relationship between living things and their environment?</p>	<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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