

## Year 7

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	<b>Introduction to Geography and what does geography mean to me?</b>	<b>How do I experience the world?</b>	<ul style="list-style-type: none"> <li>• The purpose of Geography and how we approach the study of Geography.</li> <li>• How have women shaped geography?</li> <li>• The importance of maps</li> <li>• What does geography mean to me? Geography at a global, national and local scale.</li> <li>• What is the Geography of the UK?</li> <li>• What is sense of place?</li> <li>• Fieldwork focus: How does urban design affect sense of place?</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Peer, self and teacher assessment throughout the term of work produced.</li> <li>• Students will be able to understand the purpose of Geography and how we approach the study of Geography.</li> <li>• Students will be able to start to investigate geography using fieldwork in the school grounds.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Oracy</li> <li>• Fieldwork</li> <li>• OS map skills.</li> <li>• Data description and analysis</li> <li>• Geographic literacy</li> <li>• PEEL paragraph writing</li> <li>• Development and justification of own ideas based on geographical concepts and understanding.</li> <li>• Decision making tasks</li> </ul> <p><b>Assessment Point information</b></p> <ul style="list-style-type: none"> <li>• Autumn knowledge assessment</li> </ul>
Autumn 2	<b>Urban environments</b>	<b>Where do people live?</b>  <b>What are the social and environmental issues in urban areas and how do we solve them?</b>	<ul style="list-style-type: none"> <li>• Where do people live? What are urban environments like?</li> <li>• How can map skills help us to understand the characteristics of urban places?</li> <li>• Place focus: London</li> <li>• How and why did London grow?</li> <li>• What are the social challenges in London?</li> <li>• What are the environmental challenges in London?</li> <li>• What is urban regeneration?</li> <li>• Assessment</li> </ul>	

			<ul style="list-style-type: none"> <li>Sustainable urban living and designing our own sustainable communities of the future.</li> </ul>	
Spring 1	<b>Weather and Climate</b>	<p><b>What causes different types of weather and how do we measure it?</b></p> <p><b>How does weather affect human activities?</b></p>	<ul style="list-style-type: none"> <li>The different elements of the weather and how they are measured.</li> <li>What are clouds?</li> <li>Why does it rain? Different types of rainfall</li> <li>What is air pressure?</li> <li>An investigation into whether the school has a microclimate and the reasons for this.</li> <li>The factors that affect climate</li> <li>Global climates</li> <li>Drawing a climate graph and analysing data.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Peer, self and teacher assessment throughout the term of work produced.</li> <li>Students can identify and explain the different elements of the weather.</li> <li>Students can explain the data collected in the microclimate investigation.</li> <li>Students can explain the factors that affect climate.</li> <li>Students can explain hurricane formation.</li> <li>Students can categorise effects and responses to extreme weather events.</li> <li>Students can describe how rivers change downstream</li> <li>Students can explain the causes and effects of river flooding</li> <li>Students can assess how river management can overcome issues of flooding.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Investigative skills: conducting fieldwork and responding to hypotheses to reach a conclusion.</li> <li>Constructing graphs from data, and describing and analysing them.</li> <li>Constructing and describing climate graphs</li> <li>Geographic literacy</li> <li>PEEL paragraph writing – particularly focused on how evidence is used to support points.</li> <li>Development and justification of own ideas based on geographical concepts and understanding.</li> </ul>
Spring 2	<b>River environments</b>	<b>How do rivers and floods affect people?</b>	<ul style="list-style-type: none"> <li>How does a river change downstream? A river journey.</li> <li>What work does a river do? River processes</li> <li>How do rivers shape the land?</li> <li>How important are rivers to people?</li> <li>Why does flooding happen?</li> <li>What are the impacts of flooding on people and the environment?</li> <li>How can we manage flooding?</li> <li>Fieldwork focus: Investigating infiltration rates around the school site.</li> <li>Rivers revision and assessment</li> </ul>	

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

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