

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?	- The purpose of Geography and how we approach the study of Geography. - How have women shaped geography? - The importance of maps - What does geography mean to me? Geography at a global, national and local scale. - What is the Geography of the UK?	How understanding is assessed - 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. Skills - 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. - Decision making tasks
Autumn 2	Urban environments	Where do people live? What are the social and environmental issues in urban areas and how do we solve them?	- Where do people live? What are urban environments like? - How can map skills help us to understand the characteristics of urban places? - Place focus: London - How and why did London grow? - What are the social challenges in London? - What are the environmental challenges in London? - What is urban regeneration? - Assessment	Assessment Point information Autumn knowledge assessment

			Sustainable urban living and designing our own sustainable communities of the future.	
Spring 1	Weather and Climate	What causes different types of weather and how do we measure it? How does weather affect human activities?	- The different elements of the weather and how they are measured. - What are clouds? - Why does it rain? Different types of rainfall - What is air pressure? - An investigation into whether the school has a microclimate and the reasons for this. - The factors that affect climate - Global climates - Drawing a climate graph and analysing data.	How understanding is assessed - 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. Skills - 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.
Spring 2	River environments	How do rivers and floods affect people?	- How does a river change downstream? A river journey. - What work does a river do? River processes - How do rivers shape the land? - 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? - Fieldwork focus: Investigating infiltration rates around the school site. - Rivers revision and assessment	

				- Development and justification of own ideas based on geographical concepts and understanding. Assessment Point information - Assessment on weather and climate - Rivers assessment and fieldwork investigation
Summer 1 & 2	Ecosystems	What is the relationship between living things and their environment?	- 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. - Decision making task: Road building in Peru - Sustainable development in the Tropical Rainforest - Issues surrounding management of these environments. - Hot deserts- climate, adaptations and challenges	How understanding is assessed - 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. - Students can describe and explain the climate of the hot desert. Skills - Comprehension - Geographic literacy - PEEL paragraph writing - Debating - Development and justification of own ideas based on geographical concepts and understanding. Assessment Point information - 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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