Gegography

Year Group 7

Half Term 1

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| Number of Hours  Approximate timings | **Topic: Introduction to geography** |
| 1 | What is geography? |
| 1 | Thinking like a geographer |
| 1 | Physical geography |
| 1 | Human geography |
| 1 | Enivronmental geography |
| **Reasons behind order of topic in this half term** | |
| This unit of work introduces year 7 students to geography at KS3. Pupils will have varying experience of geography at primary school and the unit will help all pupils understand what geography is and why we study it. The unit also provides foundations for some skills required at KS3 and 4. The unit develops critical thinking skills and introduces students to some key geographical issues.  How does this unit build on students’ prior learning?  Pupils will build on their knowledge of geography from previous study at primary school. Pupils will have a varied experience of this subject at their previous schools. The unit will help pupil’s to identify different types of geography, which they may not have an understanding of before starting year 7. The unit will also build on skills students have learned previously at primary school such as critical thinking and map skills.  How does this unit provide a foundation for future learning  The unit develops an understanding of the skills required for each type of geography. This will progress into GCSE topics in years 9-11. Pupils will have an understanding of some key issues, which are studied later on in KS3. For example, the world map, ecosystems and urban issues. | |

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Half Term 1

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| Number of Hours  Approximate timings | **Topic: Fantastic Places** |
| 2 | Describing the location of countries - Introduction to Rio |
| 2 | 4 and 6 figure grid references- Victoria Falls |
| 2 | Identifying height on maps – Mt St Helen’s |
| 2 | Understanding scale on maps – Antarctica |
| 2 | Measuring distance on maps-Ganges India |
| 2 | Describing routes and drawing sketch maps - Cairns, Queensland and the Great Barrier Reef |
| 2 | Describing landscapes – The Peak Distict UK |
| **Reasons behind order of topic in this half term** | |
| This unit of work introduces year 7 students to map skills by exploring amazing places at the same time.  How does this unit build on students’ prior learning?  The unit will build on skills students have learned previously at primary school such as critical thinking and map skills. Map skills may have only been covered briefly therefore it needs revisited as it is a key skill at GCSE. Students get the opportunity to explore a diverse range of places and see geography in real life whilst learning the necessary skills to become a successful geographer.  How does this unit provide a foundation for future learning  The unit develops an understanding of the skills required for becoming a successful geographer and for developing exam techinique at KS4. Pupils will have an understanding of some key places, which are studied later on in KS3. For example, India and the Global Fashion industry and Tourism and Glaciation. | |

Gegography

Year Group 7

Half Term 2

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| Number of Hours  Approximate timings | **Topic: Our Island Home** |
| 2 | Introduction to the UK |
| 2 | Out and about in the UK |
| 2 | Land’s End to John O’Groats |
| 2 | The UK in Europe |
| 2 | A diverse country |
| 2 | Comparing rural areas |
| Reasons behind order of topic in this half term | |
| Why are we studying this unit? This unit of work lets students explore their home islands. It gives them a sense of place and allows them to expand their geographical skills with regards to mapping and location of features.  How does this unit build on students’ prior learning? Students will have covered a small amount of UK geography in primary school. Student’s focus will have been the British Isles; therefore this unit recaps or prior learning and focuses on new case study examples.  How does this unit provide a foundation for future learning? GCSE geography recaps the changing economic world and the UK. Students are reintroduced to the ideas of rural and urban settlements and the difference which exist between them in the UK. Students also go on to study urbanisation in the UK at GCSE. This unit allows pupils to locate and identify significant cities in the UK which are revisted at GCSE. | |

Gegography

Year Group 7

Half Term 3

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| Number of Hours  Approximate timings | **Topic: Africa** |
| 2 | What is Africa like? |
| 2 | African populations |
| 2 | The Sahara Desert |
| 2 | Desertification |
| 2 | Introducing Nigeria |
| 2 | Opportunities and challenges in Nigeria |
| 2 | Lesotho Water Transfer Scheme |
| 2 | Uganda’s ecosystems |
| Reasons behind order of topic in this half term | |
| Why are we studying this unit of work? This unit of work will help extend students’ locational knowledge and deepen their spatial awareness of the countries of the world. Students will use world maps to focus on Africa and on environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. This scheme of learning helps students to understand human geography relating to population, urbanisation and the use of natural resources.  How does this unit build on students’ prior learning? This unit builds on work from the start of year 7, The British Isles, pupils can see the difference between a country and a continent. This becomes a contrast to the British Isles.  How does this unit provide a foundation for future learning? This unit will help students to understand deforestation and hot deserts, as studied in AQA GCSE Unit 1 Living with the physical environment, Section B: The living world. This unit also links to the AQA GCSE *Unit 2 Challenges in the human environment, Section B: The changing economic world*. This SOW will teach students how some LICs and NEEs are experiencing rapid economic development, which leads to significant social, environmental and cultural change. This SOW will also help pupils understand an example of a large scale water transfer scheme to show how its development has both advantages and disadvantages for AQA GCSE *Unit 2 Challenges in the human environment,* Section C: The challenge of resource management. | |

Gegography

Year Group 7

Half Term 4

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| Number of Hours  Approximate timings | **Topic: World of Water – Rivers project work** |
| 1 | The Water Cycle |
| 2 | What does a river look like? |
| 1 | How does a river shape the land? |
| 1 | How does a river transport its load? |
| 2 | What landforms are created by rivers? |
| 1 | What features are found in the middle course of the river? |
| 1 | Where the river meets the sea |
| 1 | Mapping the river Thames |
| 2 | River Tees from source to mouth |
| 2 | World rivers – fantastics river projects |
| Reasons behind order of topic in this half term | |
| Why are we studying this unit of work?  This unit is designed to build upon the physical aspects of geography. It allows pupils to develop their knowledge and understanding of river and water processes, the landforms that shape our land which are created by these processes. Pupils will also develop their knowledge and understanding of physical Geography, making links to Human Geography through the impacts of erosion and flooding. This unit will allow pupils to build upon their geographical skills by using map skills to identify key features of a river on an OS map.  How does this unit build on students’ prior learning?  This unit builds on the foundations that have been introduced at the start of Year 7, allowing pupils to develop a more complex understanding of Physical Geography, building on their understanding of physical features outlined in the ‘What is geography’ topic. It will allow pupils to understand how physical features studied in the ‘Fantastic Places’ SOW are created. Pupils needed to gain an understanding of both physical and human topics before be able to build that knowledge into their World of Water unit.  How does this unit provide a foundation for future learning?  The ‘World of Water’ topic will link in with the ‘Weather and Climate’ SOW which will be covered next term as links can be made between the Water Cycle and rainfall. It also provides a foundation for the Coasts SOW, which they will study in Year 8. This will allow pupils to understand complex connections between physical processes and how they have shaped the landscape across the UK. It also provides a foundation for the KS4 unit of Physical landscapes in the UK where pupils will build a more complex understanding of two topics from River Landscapes in the UK and Coastal Landscapes in the UK. | |

Gegography

Year Group 7

Half Term 5

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| Number of Hours  Approximate timings | **Topic: Weather and Climate** |
| 1 | Introduction to weather and climate |
| 1 | Clouds and rainfall |
| 1 | Measuring weather |
| 1 | Rainfall and water supply in the UK |
| 1 | World climate zones |
| 1 | Cold deserts – Antarctica |
| 1 | Equatorial climate TRF |
| 4 | Microclimate investigation |
| Reasons behind order of topic in this half term | |
| Why are we studying this unit of work? This unit of work builds on previous learning of Rivers and Water on the Land and provides links to future learning on Ecosystems and Extreme Weather. This scheme of work also provides an introduction to fieldwork investigation and testing a hypothesis.  How does this unit build on students’ prior learning? This unit of work builds on both the Fantastic Places SOW and elements of the Rivers SOW studied earlier in Y7. Pupils will develop their initial understanding of the water cycle to extend to types of rainfall, how weather is measured and world climate zones. The topic of Antarctica has been studied in Fantastic Places and this scheme of work will focus more on the climate and physical features of Antarctica as a cold desert.  How does this unit provide a foundation for future learning? This unit of work will introduce key themes and ideas covered in KS3 and KS4 Geography. In particular extreme weather, ecosystems and fieldwork investigation. This unit also covers patterns of rainfall in the UK and water supply and demand, as covered in the GCSE water and resource management topic.  Summative assessment. There will be a key assessment at the end of this unit of work/assessed microclimate booklet. | |

Gegography

Year Group 7

Half Term 6

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| Number of Hours  Approximate timings | **Topic: Tourism and Glaciation in the Lake District** |
| 1 | How has Ice shaped the UK landscape |
| 1 | Erosional landforms in glaciated areas |
| 2 | How has glaciation impacted the Lake District? |
| 1 | How has glaciation impacted the Lake District? |
| Reasons behind order of topic in this half term | |
| Why are we studying this unit of work? This unit builds on students’ knowledge of physical geography from the Year 7 units of work Rivers and Weather and Climate. It allows pupils to link climate change and the Ice Age to physical landscapes created through glaciation. It allows pupils to make links between current physical landscapes and past climates– linking their knowledge of physical landscapes to erosion, transportation and deposition processes.  How does this unit build on students’ prior learning? This unit builds on the foundations that have been introduced in Year 7, Rivers and Weather and Climate and in Coasts in term 3 of year 8. It connects learning of physical environments to the influences climate and physical processes have on these. Pupils will be able to apply prior knowledge of the Ice Age and erosion, deposition and transportation processes to this unit.  How does this unit provide a foundation for future learning? This unit allows pupils to have an understanding of the landscape of the British Isles. This will help with GCSE Geography paper 1. | |