

Year 7	Autumn HT 1		Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Transition Unit – Geography in our local area? What is a Geographer? Map Skills and generic skills.	Is the Earth running out of Natural Resources?		What is Economy?	What is Weather and Climate?	Is the geography of Russia a curse or benefit – Asia Case Study	Rivers – Why are they important Interpreting photographs and OS maps
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Use of photographs especially aerial, OS Map and use of coordinates Introduction to the Enquiry questions (What, where, when, who, why, How) Basic world awareness e.g. Continents, seas and Europe	How humans use a range of natural resources from rocks to oil. The rainforest biosphere. Interactions between the biosphere, lithosphere and hydrosphere. Flowcharts, Geological timescale, pie charts, pictograms, describing distributions.		What does employment sector mean and what does this look like for the UK? How farming works as a system and why do different types of farming locate in different parts of the UK. Locating a car factory in the UK.	To read weather maps and to be able to carry out an investigation into whether the school has a micro climate. Understand the cause and effects of hurricanes and other weather hazards. How weather is measured. The collection of weather data and how it is presented to the public. Impacts weather has on varying groups of people and economy. Types of rain.	Where is Russia? How does the physical characteristics of Russia influence the human geography? Use of choropleths and climate-graphs. Investigating photographs. Political cartoons.	Infiltration Investigation The water cycle. Erosional and depositional processes How are meanders formed? River flooding and management. Synthesis of information to compare floods in the UK and Bangladesh Stakeholders and decision making.
Key Vocabulary (School Improvement Priority)	Physical, human, environmental, cartography, Europe, continents, Asia, Africa, Latitude, Longitude, GPS, grid references, contours,	Atmosphere, biosphere, lithosphere, hydrosphere,, renewable, non-renewable, igneous, metamorphic, sedimentary, weathering ,soil, organic, biome, electricity, sustainability		Employment sectors, primary, secondary, tertiary, quaternary, farming, arable, pastoral, mixed, inputs, processes, outputs, manufacturing, communication, accessibility	Temperature, precipitation, drought, air pressure, wind, humidity, cloud cover, micro climate, Stevenson screen, barometer, synoptic, meteorology, oktas, dew point, temperature, relief rain, convectional rain, frontal rain, shade, shelter, prevailing, climate	Continental, climategraph, choropleth biome, tundra, taiga, distribution, density, sparse, densely, sea ice, indigenous	Water cycle, drainage basin, tributary, confluence, watershed, throughflow, groundwater flow, hydrologists, erosions, long and cross profile, meanders, waterfalls, plunge pools, bradshaw model
Extended Writing / Disciplinary Reading (School Improvement Priority)	Where did I go/Like to go on holiday? Reading- travel journal	How do plants adapt to life in their biome? Reading- Why is the rainforest important?		The Tourism Report Identify reasons tourism growth and how tertiary sector is increased. Impact on the economy. Uses text resource and photos and pictogram. Creation of line graph. Reading- “Designed by Apple in California”	Describe a rainfall choropleth map for the UK Reading-Weather and Climate information	Create climate-graph and describe Compare biomes. Requires research skills. Reading- Population Distribution in Russia	How are waterfalls formed-extended reading and writing activity
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Base line assessment- Longitude and latitude, general locational knowledge, use of OS maps and contours.	End of Unit test. Exam command word – identify, describe distributions (rainforests) and explain. How is a plant adapted to the rainforest custard sheet		End of unit Test- Use of photographs, use of article, interpreting and completing line graph Tourism report	Whole School Year 7 exams	Mini end of unit quiz/recall test:- Russia Selecting key points, justification, comprehension of news articles	Rivers Test How are Waterfalls forms extended writing custard sheet

Department mission The Geography department aims to develop inquisitive students who appreciate the wonderful diverse nature of the planet. We want them to make sense of the world at a local and national level but appreciate places in the wider world. To become empathetic global citizens who understand their responsibility towards the rest of humanity and the planet. They can critically evaluate how people can affect the world and how the world can affect humans