

Subject: Year 7 Geography

Our students arrive at the school with a range of geographical experiences, so we are conscious of the need to provide students the opportunity to display their learning from KS2 by asking them the key question of 'What is Geography?' allowing for collaboration within the classroom and the development of the student, teacher relationship. Students are then taken on a journey through the use of OS maps which begins in schemata 2: How can we use maps to explore the U.K?, to investigate how the physical and human aspects of geography interact in both the local, regional and national scale by developing essential map skills. These map skills are fundamental to their journey through KS3 and KS4 geography and are skills that can be used throughout this journey. Students then begin to focus on schemata 3: How is the U.K landscape changing?, with a focus on how the physical landscape of the U.K is changing in the Lake District as well as how the urban landscape of Manchester is changing. This helps to introduce the two main concepts of geography for students and how to make connections between the two. Students revisit the analysis of OS maps to describe and explain the changing landscape of the Lake District and the physical processes at play that have created the landscape. They will also use OS maps to describe and explain the changing urban landscape of Manchester, investigating periods of industrialisation, de-industrialisation and regeneration. The 'What is life like for the people of the U.K?' unit marks the shift towards a more human geography focus for the first time. Students explore the procedural knowledge of the reasons behind the changes the U.K has seen in its population. This links to historic reasons, such as internal migration during the industrial revolution, as well as more recent changes, such as where people live in the U.K today. The 'What is the weather and climate of the U.K like?' unit marks a shift towards a more physical geography focus for the first time. Students explore the procedural knowledge of how weather data is collected to determine the climate of a place. This learning is then applied to the real world through a microclimate enquiry. Students analyse the temperature and wind speeds at various sites around the school site to judge the influence of the school building on results. Primary data is then analysed and presented back in the classroom for conclusions to be drawn. This builds a strong foundation for GCSE fieldwork completed in year 10. Overall, year 7 students learn to appreciate how physical and human factors combine to change landscapes over time at a local, regional and national scale. All learning links back to the **ELT connected curriculum concepts: Cause and effect, Power, Influence, Significance, Appreciation and Structures as well as the 6 Geography concepts: Place, Perspectives, Processes, Patterns, Change and Interconnections.**

	Scheme 1: What is Geography?	Scheme 2: How can we use maps to explore the U.K?	Scheme 3: How is the rural landscape of the U.K changing?	Scheme 4: How is the urban landscape of the U.K changing?	Scheme 5: What is the weather and climate of the U.K like?
Acquire	Geography is the study of the world we live in and the interconnection between human activity and nature. Physical geography is the study of natural features and processes.	To know that map symbols represent physical and human features on the land and how they create places. To know that grid references can be used to describe location (place) on a map.	To know the difference between urban and a rural area. To know the difference between an urban and a rural O.S map of the U.K. To know the glacial processes and features of erosion and	To define a settlement (place). To describe settlement patterns. To describe the settlement hierarchy.	To know the difference between weather and climate. To know the instruments used to measure the weather. To know what a microclimate is.

	Human geography is the study of people, cultures and economy. There are 7 continents and 5 oceans on our planet and it is important to understand their location (place). A country is a political area of land with boundaries and its own government. Countries have capital cities.	To know that direction is described using compass directions. To know that distances on a map are most commonly described in kilometers (km). To know that relief describes the height and shape of the land. To know that maps change over time due to changes in population.	deposition in The District National Park. To know that tourism can create conflict in rural areas of the U.K due to a difference in perspectives. To know methods of managing the conflict created by tourism in the U.K.	To describe population change in the Greater Manchester conurbation. To describe the change due to the regeneration of Salford Quays.	To know the stages and processes involved in a piece of geography fieldwork. To know that the weather of the U.K is expected to change to become more extreme in the future.
Apply	Categorising geography topics as either physical or human geography but also discussing the interconnection between the two. Drawing a simplified map of the world to show the location (place) of the 7 continents and 5 oceans. Use an atlas to locate countries and capital cities (place). Accurately describe locations using latitude and longitude co-ordinates (place).	To understand how to describe locations using 4 and figure grid references. To know how to describe a route using compass directions. To understand how to use a scale bar to describe real life distances in kilometers (km). To know how to use contour lines to describe the height and shape of the land. To understand the factors influencing population change in the U.K.	To explain how glaciers have changed the rural landscape of The Lake District National Park. To explain the social, economic and environmental positives and negatives of tourism in the U.K national parks and to create your own perspective on its importance. To understand the arguments for and against further development of tourism in U.K national parks and to create your own perspective on its importance. To justify an opinion on the further development of	To understand the factors changing the site of Manchester. To understand how urban sprawl creates land use zones in a city. To evaluate the change and regeneration of Salford Quays. To understand the importance of sustainable urban areas in the U.K.	To understand the symbols used in a weather forecast. To understand a climate graph. To understand the processes used to collect reliable fieldwork data/ To understand the processes to present data to draw accurate conclusions. To understand how to evaluate a piece of geography fieldwork. To understand that climate change is changing the U.K weather patterns and making the weather more extreme.

			tourism in the U.K national parks.		
Vocabulary	Tier 2 vocabulary Describe Study Features Explain Discuss Tier 3 vocabulary Geography Physical Human Environmental Continent Ocean Country Capital Antarctica Europe North America South America Africa Asia Oceania Arctic Ocean Indian Ocean Atlantic Ocean Pacific Ocean Southern Ocean Latitude Longitude	Tier 2 vocabulary Distribution Describe Discuss Explain Tier 3 vocabulary Map symbols Grid references Contour lines Scale Distance Compass North South East West Relief Spot heights Urban Rural	Tier 2 vocabulary Justify Explain Compare Tier 3 vocabulary Rural Landscape Ice sheet Glacier Glacial landforms Erosion Deposition Tourism Development Tourism conflict Tourism management	Tier 2 vocabulary Evaluate Describe Define Tier 3 vocabulary Settlement Settlement hierarchy Conurbation Land use Industrialisation De-industrialisation Regeneration Brownfield site Greenfield site Sustainable Urban Landscape	Tier 2 vocabulary Patterns Evaluate Present Analyse Tier 3 vocabulary Weather Climate Microclimate Fieldwork Data collection Data presentation Conclusion Evaluation Extreme weather Climate change
Assessment	Formative: Spellings and definitions of key terms	Formative: Spellings and definitions of key terms	Formative: Spellings and definitions of key terms	Formative: Spellings and definitions of key terms Milestone 5:	Formative: Spellings and definitions of key terms

	Milestone 1: Mini-milestone practice on world knowledge, including; continents, oceans, latitude, longitude and key terms.	Milestone 2: How can we use maps to explore the U.K? End of unit assessment to demonstrate key map skills.	Milestone 3: Use the OS map to identify evidence of glaciation in the Lake District Milestone 4: How is the U.K landscape changing? End of unit assessment.	Suggest why Agricola selected site 3 as the location for Mamcium. Use figure 1 and your own understanding. Milestone 6: How is the urban landscape of the U.K changing? End of unit assessment.	Milestone 7: Year 7 fieldwork: Broadway campus microclimate enquiry.
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