

Programme of study for Year 7

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:
Topic / Big Question: What is a geographer? Introduction Lessons. Being a geographer Asking geographical questions Map Skills, understanding how to use geographical data Skills (students should be able to do): Map skills, Grid references FHS and Southall Fieldwork / Project	Topic / Big Question: Continuation with “What is a geographer” Conducting geographical enquires at a range of scales My Local Area, Southall FHS and Southall Fieldwork / Project, questionnaires, Bipolar analysis, data presentation bar graphs Topic / Big Question: Is the Earth running out of natural resources? The different elements that make up our planet and how they interact. How rocks and soil form and their importance to life.	Topic / Big Question: What a biome is and how the rainforest biome works Using the earth’s natural resources such as water, oil and energy supplies The difference between renewable and non-renewable resources Skills (students should be able to do): Map skills, reading thematic maps and making conclusions from them.	Topic / Big Question: What is an economy? About economic activities and what they are like at a range of scales The ways in which jobs can be arranged into groups or sectors The range of jobs people do and how they change over time. What trade is and how it has become global How the UK economy had developed and how its links with the world have grown Skills (students should be able to do):, Building on the Earth’s physical processes and learning about how they interact with humans, treatment of TNC workers,	What is weather and climate? The concepts of weather and climate The elements that make up the weather and climate How the weather is measured? Skills (students should be able to do): Topic / Big Question: Sequencing information about the water cycle. Using evidence to predict future outcomes. Devising and analysing climate graphs and hydrographs. Using information from a range of sources. Drawing and annotating diagrams. Interlinking scientific concepts and making conclusions from them. Carrying out	Topic / Big Question: Russia, climate, culture, characteristics, geography Where Russia is located, what it is like, including the physical and human geography. Skills (students should be able to do): Devising and reading graphs, understanding the distribution of population using maps empathy for different lifestyles, being able to compare different indicators of countries of varying levels of development Coasts How erosion, deposition and transportation create and change coastal landscapes over time.

	What a biome is and how the rainforest biome works		empathy for different living styles.	an investigation looking at the microclimate of the school	How the coast is used and protected. Skills (students should be able to do): Map skills, identifying coastal landscapes on OS maps and from photographs.
Key Learning Outcomes (students should know): About their local area, how Geography can be considered in and around the school as well as at a global context	Key Learning Outcomes (students should know): Planning and carrying out investigations at a range of scales and understanding how to present the collected findings drawing relevant conclusions	Key Learning Outcomes (students should know): Appreciating and knowing the resources available to us now and in the future and how to look after them.	Key Learning Outcomes (students should know): How the world's economy can be divided up at a range of scales into different sectors and how these can be linked to globalisation	Key Learning Outcomes (students should know): About the processes in the Water Cycle and how these both influence and are influenced by physical and human actions.	Key Learning Outcomes (students should know): About the continent of Russia, how Geography is not a homogenous, yet dynamic continent influenced by both human and physical factors. The topic of 'coasts' enables the students to understand how physical processes shape the landscape and to evaluate the various management strategies to save our coastlines.
End of term 1 assessments to cover: Map skills and Southall fieldwork write up.	End of term 2 assessment to cover: Map skills, what is an economy, weather and climate assessment		End of year assessment to cover: Maps skills, Southall, importance of natural resources and conserving them, water cycle, climates and physical geography and economy of Russia, Coasts.		

<p>Building understanding: Rationale / breakdown for your sequence of lessons: Develop students understanding that geography is all around us; on a local, national and global scale. The introduction of Map skills (core to the geography syllabus). Development of fieldwork skills and student literacy.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons: Building on the foundation of what is a Geographer by embedding the basics of more human geography – appreciating and knowing the resources available to us now and in the future and how to look after them. Also builds on understanding of human geography and natural resources. Builds a good foundation for studying the ‘Global Hazards’ and ‘Changing Climates’ topics at GCSE.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons: Water being a separate entity of natural resources is studied in more detail as atmosphere, weather and climate being a cycle of life and survival</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons: What is an economy’ shows students how to categorise industry into Primary, Secondary, Tertiary and Quaternary Sectors. How to categorise economies in terms of development: ACs, EDCs and LIDCs</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons: Student’s learning is developed further when exploring Russia and can also be an effective comparison with the UK</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:. Building on the Earth’s physical processes from the plate tectonics unit such as coastal erosion and learning about how they interact with humans. An introduction to Distinctive Landscapes.</p>
<p>Home – Learning: as and when decided by the class teacher in order to best support teaching and learning</p>					
<p>Reading / literacy: Key terms, academic literacy, model answers, ESQ’s, textbooks, newspaper articles, websites, documentaries, TV news, report writing, differentiated activities</p>					
<p>Numeracy: Graph skills linked to questionnaire details. Grid references, longitude / latitude, analysing population data, comparing, ranking and analysing development indicators, creating, interpreting and analysing climate graphs and hydrographs. Calculating lag times and cross section areas</p>					
<p>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): How do different groups earn a living in different parts of the world? (WRL) Researching and presenting information (WRL, SMSC)</p>					