

# Year 7 – Geography Autumn Term



<p><b>Topic: Maps and Mapping</b>  <b>Fertile question: What skills do I need as a geographer?</b>  <b>Lesson sequence</b></p>	<p><b>Key knowledge</b></p>	<p><b>Key skills</b></p>
<p>1.Can I create a sketch map of a known location?</p> <p>2.How are 6 figure grid references used?</p> <p>3. How is height shown on a map?</p> <p>4. What are the 16 points of a compass?</p> <p>5. How and why is scale used on a map?</p> <p>6. Can I use a compass to navigate and plan a route?</p>	<p>*To know the features of a good map.</p> <p>*To know and be able to interpret OS symbols on maps.</p> <p>*To know and give examples of human and physical features and being able to recognize these on maps and aerial images.</p> <p>*To be able to use scale on maps to work out distance.</p> <p>*Know the 16 points of the compass and be able to use these to describe location and direction.</p> <p>*To know how and be able to use a compass to accurately navigate a route.</p> <p>*Knowledge and use of 4 and 6 figure grid references to locate human and physical features.</p>	<p>*To be able to use and interpret OS maps, including using grid references and scale.</p> <p>*Knowledge and use of 4 and 6 figure grid references to locate human and physical features.</p> <p>*To use scale to work out real life distance.</p> <p>*To use a compass to workout and give directions.</p> <p>*Build on their knowledge of globes, maps and atlases from KS2.</p> <p>*Plan and create accurate sketch maps of locations and places that are familiar.</p>

# Year 7 – Geography Autumn Term 2, Spring Term



<p>Topic: Africa</p> <p>Fertile question: A Continent of contrasts?</p> <p>Lesson sequence</p>	<p>Key knowledge</p>	<p>Key skills</p>
<ol style="list-style-type: none"> <li>1. What misconceptions are there about Africa?</li> <li>2. What and where is Africa?</li> <li>3. What is the physical geography of Africa?</li> <li>4. What biomes are found in Africa</li> <li>5. Why does Africa have both tropical rainforests and hot deserts?</li> <li>6. How do climates vary in Africa?</li> <li>7. What is the human geography of Africa?</li> <li>8. How and why was Africa colonized?</li> <li>9. Where do people live in Africa?</li> <li>10. What challenges does Africa face in the 21<sup>st</sup> century?</li> </ol>	<ul style="list-style-type: none"> <li>*To know and be able to explain the misconceptions that exist about Africa.</li> <li>*To use development indicators to compare different countries in Africa.</li> <li>*To be able to describe where Africa is located.</li> <li>*To know and be able to locate Africa's main physical features.</li> <li>*To know and be able to locate Africa's main human features.</li> <li>*To know and describe the 4 main biomes that are found in Africa.</li> <li>*To be able to explain why Africa has both tropical rainforests and hot deserts, introducing the idea of global atmospheric circulation.</li> <li>*To describe and explain how Africa's climates vary.</li> <li>*To be able to describe and explain the scramble for Africa and the impact this had on its people.</li> <li>*To be able to describe and explain how Africa's population is distributed.</li> <li>*To be able to describe and explain the challenges that Africa faces in the 21<sup>st</sup> century. E.g. climate change, desertification and the impacts these are having on both people and place.</li> </ul>	<ul style="list-style-type: none"> <li>*Use a range of maps to accurately locate where Africa is.</li> <li>*Use a range of maps to describe and explain physical and human patterns such as biome distribution and population density and distributed.</li> <li>*Knowledge and use of 4 and 6 figure grid references to locate human and physical features.</li> <li>*To describe and interpret climate graphs and geographical data to describe and explain patterns.</li> <li>*Use aerial photos to describe changes in the physical and human landscape.</li> <li>*Demonstrate the ability to: identify questions and sequences of enquiry write descriptively, analytically and critically communicate their ideas effectively.</li> <li>*Develop thinking like a geographer skills - be able to communicate information in ways suitable for a range of target audiences.</li> </ul>

# Year 7 – Geography Spring Term



<p><b>Topic: The Middle East</b>  <b>Fertile question: What does the future hold for the Middle East?</b>  <b>Lesson sequence</b></p>	<p><b>Key knowledge</b></p>	<p><b>Key skills</b></p>
<p>1.Where is the Middle East located?</p> <p>2.What is the climate of the Middle East?</p> <p>3.What is the Middle eastern desert biome like?</p> <p>4.How do the Bedouin people survive in the desert?</p> <p>5. Where do people live in the Middle East?</p> <p>6.How are the UK and the Middle East linked?</p> <p>7.Is Syria a broken state?</p> <p>8. Is Dubai a sustainable city?</p> <p>9. Revision and end of unit of assessment.</p>	<p>*To know and be able to describe where the Middle East is located and what countries are part of it.</p> <p>*To know and be able to locate The Middle East’s main physical features.</p> <p>*To know and describe the main biomes that are found in The Middle East.</p> <p>*To describe and explain how The Middle East climates vary.</p> <p>*To be able to describe and explain how the population of The Middle East is distributed.</p> <p>*To know how the Bedouin people live and compare their way of life to people in the UK.</p> <p>*To understand the cause of conflict in The Middle East and what impact this has on place and the people that live there.</p> <p>*To consider through geographical enquiry whether Dubai is a sustainable city or not and what future challenges it may face.</p>	<p>*Use a range of maps to accurately locate where The Middle East is.</p> <p>*Use and interpret maps to describe and explain where people live in the Middle East.</p> <p>*Use a range of maps to describe and explain physical and human patterns such as biome distribution and population density and distributed.</p> <p>*Use a range of maps to describe and explain physical and human patterns such as biome distribution and population density and distributed.</p> <p>*To describe and interpret climate graphs and geographical data to describe and explain patterns.</p> <p>*Use aerial photos to describe changes in the physical and human landscape.</p> <p>*Demonstrate the ability to: identify questions and sequences of enquiry write descriptively, analytically and critically communicate their ideas effectively.</p> <p>*Develop thinking like a geographer skills - be able to communicate information in ways suitable for a range of target audiences.</p>

# Year 7 – Geography Summer Term



<p>Topic: Rivers (Water on land) Fertile question: How does the River Piddle change from source to mouth? Lesson sequence</p>	<p>Key knowledge</p>	<p>Key skills</p>
<ol style="list-style-type: none"> <li>1. Where are the world's major rivers located?</li> <li>2. What is the hydrological cycle?</li> <li>3. What is a drainage basin?</li> <li>4. How does a river change from source to mouth?</li> <li>5. What is the upper course of a river like?</li> <li>6. What is the middle course of a river like?</li> <li>7. What is the lower course of a river like?</li> <li>8. What are the processes that operate in a river?</li> <li>9. How can we collect data from a river?</li> <li>10-12. Fieldwork write up.</li> <li>13. What causes flooding?</li> <li>14. What do hydrographs show?</li> <li>15. Flooding case study – UK.</li> <li>16. Flooding case study – Bangladesh.</li> <li>17. Revision and end of unit assessment.</li> </ol>	<ul style="list-style-type: none"> <li>*Know and be able to name the world's major rivers.</li> <li>*Describe and explain the hydrological cycle, identifying water stores and transfers.</li> <li>*Know and identify the key features of a drainage basin.</li> <li>*Describe and explain how a river changes from source to mouth.</li> <li>*Introduction to the Bradshaw model.</li> <li>*Know and identify the features of the upper, middle and lower course of a river.</li> <li>*Know and explain the 3 main processes of erosion, transportation and deposition.</li> <li>*Identify and explain the causes and impacts of flooding.</li> <li>*Describe and interpret hydrographs.</li> <li>*Compare and contrast a flooding event in the UK and Bangladesh.</li> </ul>	<ul style="list-style-type: none"> <li>*Locate some of the world's major rivers using an Atlas and other maps.</li> <li>*Identify the features of a river from a variety of sources, including aerial images and maps.</li> <li>*Complete field sketches.</li> <li>*Label and annotate images and field sketches.</li> <li>*Carry out fieldwork along the River Piddle.</li> <li>*Present, analyse and draw conclusions from data collected in the field.</li> <li>*Use grid references and scale to locate and describe features.</li> <li>*Use of aerial and satellite photographs.</li> <li>*Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</li> <li>*Demonstrate the ability to: identify questions and sequences of enquiry write descriptively, analytically and critically communicate their ideas effectively.</li> <li>*Develop thinking like a geographer skills - be able to communicate information in ways suitable for a range of target audiences.</li> </ul>