

Subject: Geography
Year 7 Long-term plan

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	<u>Geography in the UK- physical</u> 1: What is the difference between physical, human and environmental geography? How does Geography fit in to our everyday lives and what are the different continent and oceans? 2: What countries and key physical features are there in Europe? Where in the world is the UK and what is the difference between UK, Britain and British Isles? 3: Where does what come from? What is the water cycle? Write up of Ricky the water droplet. 4: What are the different parts of a drainage basin? What are the different types of rivers? 5: Introduction in to the Thames from source to mouth. Included skill of grid references. Introduction in to the importance of the Thames Barrier. Students acknowledge that the river gets wider and deeper as the river moves from source to mouth.
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	6: What are the different types of erosion and transportation in a river? How does a waterfall and meander form? 7: Completion of meander formation and assessment.
Aut1-6		
Aut1-7		
Half term holiday		
Aut2-1	November	<u>Geography in the UK- human</u> 1: Population of the UK- Where do people settle in the UK. Recap on difference between BI, GB, UK, England and regions. Choropleth map of population density in the UK. 2: Why do people settle where they do? What is the difference between urban and rural areas? What are the different types of settlements of today? Use OS maps to help with this.
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6	December	3: What are the different settlement hierarchies? How do settlements change overtime (comparison of models)? The use of OS maps to see changes overtime in London. 4: London Docklands and a Canary wharf used as an example to show land use change overtime. Students first look how London has changed. Use GIS to support this. 5: Students then look at how this affected different types of people living there at the time- how did the changes to London Docklands affect those living there? What are the advantages and disadvantages of the changes at London docklands? 6: How can Canary Wharf decrease environmental impacts and become sustainable? Assessment on topic. 7: Assessment feedback and improvement.
Aut2-7		
Christmas holiday		

Connected curriculum:

Strong link to history where they study 'Greenwich through time'. Students will revisit knowledge that they have learnt about why the Romans chose to settle and create 'Londinium'. Also, students will look at the importance of the Thames to the development of London, which students have previously studied in history.

Spr1-1	January	<p><u>Africa- a continent of physical contrasts.</u></p> <p>1: What are ecosystems and biomes? What factors affect the formation of biomes?</p> <p>2: What is the difference between tropical rainforest, savannah, semi deserts? Highlight different physical features in Africa? What is the location and characteristics of hot deserts- (latitude and longitude used)?</p> <p>3: What is the climate like of hot deserts? Students complete climate graph. How do plants adapt in the hot desert?</p> <p>4: How do animals adapt to climate in the hot desert? What opportunities do hot deserts produce (case study Sahara)</p> <p>5: What challenges does the hot desert bring? What is desertification and what are the problems of this? (HWK on how to stop this (students to research the Great Saharan green wall)).</p> <p>6: Assessment and feedback.</p>
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6	February	<p>3: What is the climate like of hot deserts? Students complete climate graph. How do plants adapt in the hot desert?</p> <p>4: How do animals adapt to climate in the hot desert? What opportunities do hot deserts produce (case study Sahara)</p> <p>5: What challenges does the hot desert bring? What is desertification and what are the problems of this? (HWK on how to stop this (students to research the Great Saharan green wall)).</p> <p>6: Assessment and feedback.</p>
		Half term holiday
Spr2-1	March	<p><u>Africa- A continent of economic contrasts</u></p> <p>1: Addressing misconceptions- Africa is a continent, not all of Africa is 'poor'. Students to look at a political map and familiarize themselves with different African countries. What are the contrasts in wealth within Africa (introduction in to LICs and HICS)?</p> <p>2: What are the factors which affect development? (colonization, natural resources, conflict, drought, poverty). Students to look at historical (colonization) and the slave trade and how this has impacted on the populations of Africa (Africa then and Africa today).</p> <p>3: How do physical (geographical) features and political features affect development? Students then introduced to 'blood diamonds' in the DRC.</p> <p>4: Students aim to answer 'natural resources are important to the development of Africa' to what extent do you agree? Students to solidify the knowledge they have learnt about causes of uneven development. How is the development gap reduced in Africa? Look at Aid, tourism and charities.</p> <p>5: How does comic relief help Africa? How is mass tourism helping in Kenya (link to ecotourism and sustainable tourism)?</p> <p>6: Assessment and feedback.</p> <p>Connected curriculum link: Link to Music. Students in music study African music. When introducing Africa and its culture the inclusion of African music will be introduced and students will have to retrieve what they learnt about in music.</p>
Spr2-2		
Spr2-3		
Spr2-4		
Spr2-5		
Spr2-6		
	April	Easter holiday
Sum1-1	May	<p><u>Our Earth from the very beginning</u></p> <p>1: How did our earth begin and what geological timescale are we in? How has the world's climate changed and what are ice ages?</p> <p>2: How have the earths continents changed from Pangea to now? What are the different types of plate movements- focus on Iceland as example of hazards found?</p> <p>3: How are volcanoes created and why do people live near them? Iceland example. What is the difference between shield and composite volcanoes?</p> <p>4: Student's will study 2 contrasting volcanic eruptions- effects and responses. Iceland 2010 and Chile 2008.</p>
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		

		<p>5: How does development impact the effects of tectonic events? How can the effect of volcanoes be reduced? (PPPM)</p> <p>6: Assessment and feedback.</p> <p>Connected curriculum: Students pull on scientific knowledge of Pangea and the break-up of the Earth. Students also use their knowledge from science Unit 4 and 3 on the density of liquids/gases and how this causes convection currents.</p>
	June	Half term holiday
Sum2-1		Tourism and development in extreme environments
Sum2-2		1: Where is the Arctic and the Antarctic and what are the differences between the two? What are the different type of glaciers and how are they different to ice sheets?
Sum2-3		2: Why/how do people live in these cold environments? How have humans adapted to this environment?
Sum2-4		3: How do animals adapt to cold environments? Research task- students create an information poster using iPads.
Sum2-5	July	4: What is tourism and what are the different types of tourism? Why would people visit Antarctica? Pie chart skill of where tourists are from that visit Antarctica. Students create tourist information guide.
Sum2-6		5: What are the positives and negatives of tourism in Antarctica? Students to complete an evaluation question on this.
Sum2-7		6: How have humans impacted on Antarctica? Link to climate change and plastic pollution. Use of GIS to track ice extent loss.
		7: Assessment and feedback