Scheme of Learning - Geography – Year 7

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**Making connections** A series of lessons to give an introduction in to Geographical terms and skills and for students to develop understand an understanding of how Malton is connected to the world. Lesson will also support the students 'Passport' home learning protect to ensure that they practices the skills before they attempt them independently. 1. An introduction to geography 2. Baseline assessment 3. Human, physical and environmental geography 4. Field sketches/ sketch maps 5. How connected is Malton? 6. How globally connected is Malton? 7. 7. British Isles	**Map skills** A series of lessons covering all aspects of map skills (compass directions, grid referees, map symbols, contours and height, distances and cross-exactions. 1. Location 2. Plans and scales 3. Map symbols 4. Which direction 5. 4 and 6 Grid references 6. How far 7. Cross sections 8. Xmas map 9. Assessment	**Settlement** A series of lessons looking at the site and situation of settlements and how and why they change or grow over time. There will also be consideration of the impact of building on green and brownfield site. 1. Settlement introduction 2. Malton site and natural site factors 3. Settlement function Mini assessment 1 4. Land use and town (CBD) 5. Fieldwork trip 6. Data presentation and analysis 7. Greenfield and brownfield sites Mini assessment 2	**Weather and climate** A series of lessons looking at how the weather is measured and the causes of the weather. Climate and the global and local factors that effect it are investigated 1. Weather vs climate 2. Clouds and rainfall 3. Air pressure and wind 4. Airmasses 5. Depressions 6. Climate factors 7. Climate graphs 8. Climate within the UK 9. Consolidation 10. Assessment	**Rivers and flooding** A series of lessons looking at a physical process that shape the landscape, it also links in nicely with the weather & climate unit. Flooding can look at the local Malton and York floods and wider global impact looking at countries with different levels of economic development. 1. Rivers and water cycle 2. Journey to a river 3. How rivers shape the land 4. Rivers at work 5. Waterfall and meanders 6. New York from basics 7. Causes of flooding 8. Ryedale version of Edie living graph 9. Hydrograph interpretation	**Sport** A series of lessons looking at how climate and landscape influence sport. To look at sports to understand job types (primary to quaternary). To use sport to consolidate on the sustainable development of an urban area. 1. The world's best sporting locations 2. Sporting conditions 3. Earning a living in sport 4. Football teams 5. The Football business 6. York City's new stadium 7. Who are the loser's? 8. London Olympics 2012 9. Olympic Park Tree circumference Fieldwork activity (whilst leaves are still on tree's in preparation for year 8 world biomes
Why?	To evaluate the skills that the students should have covered in KS2. To introduce pupils to the key skills required for the study of Geography.	To build in key skills that will be required throughout the student's study of geography.	A good opportunity to use GIS to look at land use across a town and the goods and services found in a CBD. This ties in with the student's Malton fieldtrip and follow up quantitative analysis. It also allows for issues evaluation (economic against the environment) and the use of geographical theories and models.	Building an understanding of the world's physical processes and how they then impact on people's lives. A good way for students to collect independent data from their weather station and evaluate their success. Building on previous topic on use and presentation of data	To understand how human and physical processes interact. It also gives them an understanding of the impact of climate change. Rivers and flooding are also key components of GCSA and A-Level geography.	Sport as a vehicle to develop interest in geographical processes and economic activities. It is also rich in data that can be used for data presentation and analysis as well as the creation of geographical questions and hypotheses.
Matrix reference	AO1 AO2 AO3 AO4 AO5	AO1 AO2	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5
Assessments	**Baseline** assessment first or second lesson. Malton School Geography Passport – **Home learning project** Mini assessment on knowledge of continents and oceans	Map skills assessment including the use of an OS map. Mini assessments on direction, scale, distance, grid references and height SENECA KS3 Geographical skills 1.1.1 to 1.1.9	Evaluate the advantages and disadvantages of using greenfield and brownfield sites for new residential developments. Mini assessment on settlement patterns Mini assessment on use of statistics and access to services	Weather & climate assessment HL project – Hypothesis: the BBC is extremely accurate at predicting the weather. Mini assessment on use of climate statistics Mini assessment on explaining weather phenomena	Mini assessment on rivers and flooding Mini assessment on features in a river basin Mini assessment on river landforms	Describe and explain how a new sports stadium can be sustainable.
Literacy reference (key words PowerPoint)					Types of erosion Types of transport River journey Waterfall formation River features	

Scheme of Learning - Geography – Year 7

Interleaving			A3 sheet topics and skills review lesson	A3 sheet topics and skills review lesson	A3 sheet topics and skills review lesson	A3 sheet topics and skills review lesson

National Curriculum References KS3:

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.