

| Subject : Geography          |   | Year Group: 7  |   |  |   |  |   |  |
|------------------------------|---|--|---|--|---|--|---|--|
| Scheme title                 | Walls   | Geographical skills  | Rivers  | Ice on the land  | Coasts  | Life in Antarctica   | Life in hot desert  | Fieldwork  |
| <b>Purpose of scheme</b>     | The unit is an introduction to Geography and begins to develop students awareness of the wider world. The unit focuses on tensions around existing borders.   | The unit covers basic map skills that students will need to be able to use in future units and for GCSE Geography.   | The unit is an introduction to process and landforms within a river system that is later covered at GCSE. Students will also learn about the causes of flooding and the impacts of flooding.  | The unit focuses on the changes in global ice coverage and the physical processes within a glacier that result in distinctive glacial landforms.   | The unit is an introduction to the processes and landforms at a coastal landscape that is later taught at GCSE. Students will learn about coastal processes and the formation of coastal landforms.   | In the unit students will learn about the climate and the cause of the climate in Antarctica. In the unit students will be introduced to the concept of biodiversity and threats to biodiversity.  | In the unit students will learn about the climate and the cause of the climate in a Hot desert. In the unit students will be introduced to the concept of biodiversity and threats to biodiversity.   | In the unit students will learn how to carry out fieldwork and to collect primary and secondary data. The unit will demonstrate how fieldwork is used in Geography to measure geographical concepts.   |
| <b>Knowledge in sequence</b> | Develop knowledge beyond a point of locating countries to understand the various boundaries that exist between countries and why borders are created.<br><br>Physical boundaries- The concept that between countries there are physical boundaries such mountains, walls, fences and government check points. Focus on the USA and a boundary between Mexico.<br><br>Political boundaries- Some countries are divided by political borders. Focus on the border between North and South Korea.<br><br>Economic borders- Some places are exclusive based upon wealth- Focus on slum settlements in Brazil.<br><br>Movement across borders can be complex and determined by physical borders, political and economic- Focus on the migrant crisis from West Africa to Europe. | • Direction using eight points of a compass.<br>• Use of 4 and 6 figure to locate features on an OS map.<br>• Use of contour lines and spot height to describe the relief of landscape.<br>• Understanding of the use of renewable energy.<br>• Location requirements for a wind farm; high ground, low vegetation, distance from residential areas. | Why rivers are important- recap water cycle and the features of a drainage basin-watershed, source, tributary, confluence, mouth.<br><br>Changes in river from source to mouth; shape of the valley, shape of river (long and cross profile), direction of erosion.<br><br>Erosional landforms: process of erosion, formation of waterfall and a gorge.<br><br>Erosional landform- formation of a meander and an ox-bow lake.<br><br>Why rivers flood; high level rainfall, relief of landscape, rock type, vegetation, human activity.<br><br>Impacts of flooding: social, economic and environmental- Focus on Bingley boxing day floods. | Formation of rock types; igneous, metamorphic, sedimentary rock.<br><br>Time period of ice age; past and present global ice coverage. Impacts of climate change on the extent of ice coverage. Concept that ice coverage has dramatically decreased.<br><br>Landforms created by the erosive force of glacial movement; corrie, arête, pyramidal peak, glacial trough.<br><br>Reasons why people would visit an area with a glacial landscape; scenery, walking and hiking, skiing and adventure tourism.<br><br>Negative impacts of tourism; damage to landscape through scaring, impacts on wildlife, increase risk of avalanche, strain on local resources.<br><br>Formation of rock types; igneous, metamorphic, sedimentary rock.<br><br>Time period of ice age; past and present global ice coverage. Impacts of climate change on the extent of ice coverage. Concept that ice coverage has dramatically decreased.<br><br>Landforms created by the erosive force of glacial movement; corrie, arête, pyramidal peak, glacial trough.<br><br>Reasons why people would visit an area with a glacial landscape; scenery, walking and hiking, skiing and adventure tourism.<br><br>Negative impacts of tourism; damage to landscape through scaring, impacts on wildlife, increase risk of avalanche, strain on local resources. | Location of iconic coastlines around the British Isle.<br><br>Understanding of erosion and deposition in the context of coastal processes.<br><br>Explain how coastal erosion leads to the formation of bays and headlands, cave arch stack and stump.<br><br>Explain how long shore drift moves material along a coastline and leads to the formation of beach.<br><br>How rising sea levels are a threat to coastal areas, and how hard engineering (man-made) strategies can be used to protect the coastline. | Location of cold deserts; found at the poles and high altitudes.<br><br>Location of cold deserts is linked to the curvature of the Earth and the formation of ice.<br><br>Climate of a cold desert; use of a climate graph to describe the climate of a cold desert.<br><br>How do plants adapt to a cold desert environment; use of a cactus as an example.<br><br>Focus on Antarctica; unique landmass with limited human activity, impacts of some tourism, how does the international community protect Antarctica.<br><br>Climate change may increase the temperatures in hot desert and also cause them to increase in size. | Location of hot deserts; all found along the Tropics.<br><br>Location of deserts is linked to the circulation of air at the Equator and as a result of high air pressures over the tropics.<br><br>Climate of a hot desert; use of a climate graph to describe the climate of a hot desert.<br><br>How do plants adapt to a hot desert environment; use of a cactus as an example.<br><br>Climate change may increase the temperatures in hot desert and also cause them to increase in size.<br><br>Location of the Nevada desert in the USA, what human activities take place there, focus on Las Vegas as a major city in the desert, how will Las Vegas survive as water shortages get worse. | Introduction to fieldwork and why this is important in Geography to proving concepts and ideas.<br><br>How do we collect data; primary and secondary data types.<br><br>Why some issues are not suitable for different investigation. What issues can be created in some methods.<br><br>Introduction to a fieldwork project; students will be collecting data on the weather in their local area.<br><br>How to take raw data and present this in a bar graph and a line graph.<br><br>How do we then analyse data using mean, median and mode as well as percentage.<br><br>How do we write a conclusion and how to we evaluate our methods so that we can improve an investigation. |
| <b>Skills</b>                | • Develop a broad view of geography and engagement in the subject.<br>• Extended writing- Using PEE chain - connection<br>• Concept of challenges and opportunities-<br>• Population-<br>• Location Knowledge – Use of maps to describe location-   | • Map skills essential for future lessons-<br>• Sustainability-  | • Map skills-<br>• Erosional processes-abrasion, hydraulic action, corrosion, solution-<br>• Transportation of material-Traction, saltation, suspension, solution-<br>• The concept of Rivers is covered again at - This unit will act as a foundation to future learning.  | • Erosional processes-<br>• Study of rock types-<br>• Impacts of human activity on the natural world.<br>• Use of figures<br>• PEE chains  | • Extended writing- Using PEE chain. -<br>• Concept of formations of coastal features-<br>• Location Knowledge – Use of maps to describe location   | Latitude and climate<br>Concept of adaptations<br>PEEL chain<br>Extended writing<br>Map skills<br>Climate graph  | Latitude and climate<br>Concept of adaptations<br>PEEL chain<br>Extended writing<br>Map skills<br>Climate graph   | 1. How to collect data<br>2. Evaluation<br>3. PEE chains<br>4. Graph skills<br>5. Report writing   |
| <b>Key Words</b>             | Border<br>Visa<br>Migrant<br>Economic migrant<br>Refugee<br>Push factor<br>Pull factor<br>Dictatorship<br>Population<br>Quality of life<br>Favela<br>Pacification   | Compass point<br>Ordnance survey<br>Contour line<br>Spot height<br>Scale<br>Renewable energy<br>Fossil fuel<br>Sustainable   | Drainage basin<br>Watershed<br>Source<br>Confluence<br>Tributary<br>Mouth<br>Erosion<br>Transportation<br>Deposition<br>Waterfall<br>Plunge pool<br>Gorge<br>Meander<br>Slip off slope<br>Relief<br>Geology<br>Deforestation<br>Urbanisation  | Geology<br>Ice age<br>Glacier<br>Ice cap<br>Abrasion<br>Plucking<br>Weathering<br>Corrie<br>Arête<br>Pyramidal peak<br>Glacial trough  | Coastline<br>Abrasion<br>Attrition<br>Hydraulic action<br>Solution<br>Climate<br>Long shore drift<br>Headland and bay<br>Cave<br>Arch<br>Stack<br>Stump<br>Hard engineering   | Polar region<br>Equator<br>Low pressure<br>High pressure<br>Climate<br>Weather<br>Temperature<br>Precipitation<br>Adaptation<br>Sustainable<br>Treaty  | Tropics<br>Equator<br>Low pressure<br>High pressure<br>Climate<br>Weather<br>Temperature<br>Precipitation<br>Adaptation<br>Sustainable  | Primary data and secondary data.   |
| <b>End Point</b>             | Students can describe the location of a country and begin to formulate comparisons between countries.   | Students are able to confidently read Atlas maps to describe locations as well as being able to use 4 and 6 figure grid reference.   | Students are able to explain how physical processes have created distinctive river landforms. Students can identify the physical and human causes of flooding and describe the impacts.   | Students are able to describe the changes in global ice coverage and are able to explain the processes in the formation of distinctive glacial landforms such as a corrie and glacial trough.  | Students are able to explain how processes of erosion and deposition create distinctive landforms. Students can also describe how hard engineering can be used to protect the coastline.  | Students are able to describe the climate of Antarctica and identify the causes of the climate. Students are able to describe how animals adapt to life in a cold environment and how human activity threatens an environment.   | Students are able to describe the climate of a Hot desert and identify the causes of the climate. Students are able to describe how animals adapt to life in a hot environment and make a comparison to adaptation in a cold environment. Students can explain how human activity threatens an environment and suggestion possible solutions.   | Students are able to collect data using given methods, and can create graphs and tables to present data.   |
| <b>Assessment method</b>     | Progress point extended writing- Lesson 4<br>Students will be given 1 hour lesson to complete extended writing task. Writing frame and structure plan to be given.<br><br>Lesson 8- Progress point extended writing task-whole class crib sheet feedback  | Lesson 5- Map skills assessment, using 1 map students will be assessed on compass directions, 4 and 6 figure, contour lines, height and distance.<br><br>Lesson 7- Students will demonstrate their map skills by selecting an appropriate site on an OS maps for a wind farm-crib sheet feedback.  | Lesson 4- Progress point assessing river process and landforms.<br><br>Lesson 7- End of unit exam paper.<br>Students will sit a GCSE style exam paper that is cumulative covering map skills and rivers. Students will be given 50 minutes to complete.   | Progress point- Lesson 5- Glacial landforms- Class crib sheet<br><br>Lesson 7- Cumulative assessment rivers and ice on the land. 40 marks, students have 1 hour to complete.   | Lesson 4- Coastal landforms progress point- whole class crib sheet.<br><br>Lesson 7- Cumulative assessment- Maps skills, rivers, glaciers and coast. 1-hour exam paper  | Lesson 4- Progress point assessing knowledge on Antarctica; location, climate and adaptations.<br><br>Lesson 7- Cumulative assessment on hot deserts and cold deserts<br>Lesson 4- Progress point assessing knowledge on Antarctica; location, climate and adaptations.<br><br>Lesson 7- Cumulative assessment on hot deserts and cold deserts   | Lesson 4- Progress point assessing knowledge on deserts; location, climate and adaptations.<br><br>Lesson 7- Extended writing on the future of Las Vegas Whole class crib sheet   | Lesson 4- Progress point- covering fieldwork methods.<br><br>Lesson 7- Written project for the write up of the fieldwork.  |