



# Year 7 Geography Learning Journey

**YEAR GROUP: Year 7 Learning Map**

**SUBJECT: Geography**

<b>When?</b>	<b>Understanding</b>	<b>Knowledge</b>	<b>Assessment</b>
<p><b>Autumn Half Term 1</b></p> <p><b>Introduction to Geography</b></p>	<p><b>Intro to Geography</b></p> <p><b>Key Learning Qs:</b></p> <ul style="list-style-type: none"> <li>• What is Geography?</li> <li>• What are the types of Geography?</li> <li>• Where are continents and oceans?</li> <li>• What is my continent like?</li> <li>• How do urban and rural areas compare?</li> <li>• What makes a place fantastic?</li> <li>• Why is Svalbard a fantastic place?</li> <li>• Why is Svalbard at risk?</li> <li>• What makes Australia’s Red Centre unique?</li> <li>• What is putting Australia’s Red Centre at risk?</li> <li>• What makes the Great Barrier Reef a fantastic place?</li> <li>• How is climate change affecting The Great Barrier Reef?</li> </ul>	<ul style="list-style-type: none"> <li>• Will be entirely dependent on what students have learned within their primary school. Baseline test used to check this.</li> </ul> <p>Keywords include physical, human, and environmental geography!</p> <ul style="list-style-type: none"> <li>• Throughout the short unit retrieval activities and questions will be used to recap prior knowledge.</li> </ul> <p>Students are required to describe the locations of the fantastic places we are studying. They will utilize maps skills from the first introduction lessons to identify continent, countries, oceans and cities.</p> <p>Students will use their homework research tasks to apply the knowledge they have learned in discussing how these fantastic places have changed over time.</p>	<ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>one homework task</b> per week.</li> <li>• Every three weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen).</li> <li>• Students are required to complete a <b>mid-topic assessment</b> in which involves choices to encourage decision-making)</li> <li>• They are required to complete a <b>formal assessment</b> at the end of the topic to assess learning (October half-term)</li> </ul>

When?	Understanding	Knowledge	Assessment
<p>Autumn half term 2</p> <p>Map Skills – what makes a perfect Geographer</p>	<p><b>What makes a perfect geographer?</b></p> <p><b>Key Learning Qs:</b></p> <ul style="list-style-type: none"> <li>• Why are maps important?</li> <li>• What makes someone good at geography?</li> <li>• What are the main features of the UK?</li> <li>• How can I find 4 and 6 figure grid references?</li> <li>• What do longitude and latitude show?</li> <li>• How can we use the symbols on a map?</li> <li>• Why do we use compass points?</li> <li>• What is a scale and how do we use it on a map?</li> <li>• How is height shown on a map?</li> <li>• How is a treasure map created?</li> </ul>	<p>Students will need to ensure they are able to identify and accurately use 4 grid references before moving onto 6 grid references.</p> <p>Students will need to recap compass points to use latitude and longitude when describing location of a place.</p> <p>Students will need to recap the math equation for calculating distance between locations.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge. Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>one homework task</b> per week.</li> <li>• Every three weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen).</li> <li>• Students are required to complete a <b>mid-topic assessment</b> in which involves choices to encourage decision-making)</li> <li>• They are required to complete a <b>formal assessment</b> at the end of the topic to assess learning (December). Presentations can be considered too.</li> </ul>

<b>When?</b>	<b>Understanding</b>	<b>Knowledge</b>	<b>Assessment</b>
<p><b>Spring half term 1</b></p> <p><b>Water World</b></p>	<p><u>Water world!</u></p> <p><b>Key Learning Qs:</b></p> <ul style="list-style-type: none"> <li>• How does the water cycle work?</li> <li>• What are the main features of a river?</li> <li>• What happens within water in a river and on the coast?</li> <li>• Why are there different landforms found along a river?</li> <li>• Why did the Somerset Levels flood?</li> <li>• How are waves formed?</li> <li>• Why does a coastline change?</li> <li>• What are the different landforms found along a coastline?</li> <li>• How can we protect the coastline from erosion?</li> </ul>	<p>When students are discussing the processes which affect Rivers and Coasts they must recap lesson 1 and the hydrological cycle.</p> <p>When students are discussing geology and the types of waves there is a link to topics within science lessons.</p> <p>When students have to make decisions on how to protect or manage rivers and coasts they must recap key processes to justify their choices.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>one homework task</b> per week.</li> <li>• Every three weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen).</li> <li>• Students are required to complete a <b>mid-topic assessment</b> in which involves choices to encourage decision-making)</li> <li>• Pupils are required to complete a <b>formal assessment</b> at the end of the topic to assess learning (February half-term). Can be in the form of a presentation.</li> </ul>

When?	Understanding	Knowledge	Assessment
<p>Spring half-term 2</p> <p>Physical Geography of the UK</p>	<p><b>UK – Physical Geography!</b></p> <p><b>Key Learning Qs:</b></p> <ul style="list-style-type: none"> <li>• What are the different physical features of the UK?</li> <li>• What is the River Tees like from source to mouth?</li> <li>• What affects the relief of the land in the UK?</li> <li>• How have past processes affected the UK?</li> <li>• What happened to the UK during the last Ice Age?</li> <li>• How can we use OS maps to understand the physical landscapes of the UK?</li> <li>• What are upland landscapes like?</li> <li>• Why is the Holderness Coast eroding so fast?</li> <li>• Why does the UK have the climate it does?</li> </ul>	<p>Students will recap key processes e.g. erosion from Unit 3 to describe the physical processes affecting the UK landscape.</p> <p>When discussing upland and lowland areas, students will recap topography and height from Unit 2 map skills (contour lines).</p> <p>Students will recap rivers (Unit 3) when discussing the River Tees.</p> <p>Students will recap Unit 2 map skills when utilising OS maps within Unit 4 to describe the physical characteristics of each location studied.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>one homework task</b> per week.</li> <li>• Every three weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen).</li> <li>• Students are required to complete a <b>mid-topic assessment</b> in which involves choices to encourage decision-making)</li> <li>• Pupils are required to complete a <b>formal assessment</b> at the end of the topic to assess learning (Easter).</li> </ul>

When?	Understanding	Knowledge	Assessment
<p>Summer half term 1</p> <p>UK Human Geography</p>	<p><b>Human Geography of the UK</b></p> <p><b>Key Learning Qs:</b></p> <ul style="list-style-type: none"> <li>• What are the different human features of the UK?</li> <li>• Where do people live in the UK?</li> <li>• Are we really a British Nation?</li> <li>• How have settlements changed in the UK?</li> <li>• How are cities built?</li> <li>• What are the different employment sectors?</li> <li>• What was the industrial revolution?</li> <li>• What is deindustrialisation?</li> <li>• How is London becoming more sustainable?</li> </ul>	<p>Students will use their knowledge from previous unit to aid them in Unit 5 to describe the differences between urban and rural areas.</p> <p>When discussing the different types of settlement, students will recap the concept of scale from Unit 2.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>one homework task</b> per week.</li> <li>• Every three weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen).</li> <li>• Students are required to complete a <b>mid-topic assessment</b> in which involves choices to encourage decision-making)</li> <li>• Pupils are required to complete a <b>formal assessment</b> at the end of the topic to assess learning (June half-term). Can be in the form of a presentation.</li> </ul>

When?	Understanding	Knowledge	Assessment
<p>Summer half-term 2</p> <p>Geography of Crime (fieldwork chance)</p>	<p><b>Geography of Crime!</b></p> <p><b>Key Learning Qs:</b></p> <ul style="list-style-type: none"> <li>• What are the different types of crime?</li> <li>• What effects do crimes have?</li> <li>• Where does crime happen in London?</li> <li>• How can you design out crime?</li> <li>• What areas are we going to study?</li> <li>• How can we represent the data we have collected?</li> <li>• How can we use secondary data in our fieldwork?</li> <li>• What can we learn from our data?</li> <li>• How accurate is the data we collected?</li> </ul>	<p>Using maps to describe distribution of crime will require students to use map skills (Unit 2)</p> <p>When conducting fieldwork students will be required to recap the prep lessons on developing a hypothesis and the methodology used to test it. Throughout the short unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>one homework task</b> per week.</li> <li>• Every three weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student's classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen).</li> <li>• Students are required to complete a <b>mid-topic assessment</b> in which involves choices to encourage decision-making)</li> <li>• Pupils are required to complete a <b>formal assessment</b> at the end of the topic to assess learning - End of year exam.</li> </ul>