

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	INTRODUCTION TO THE UK (1A) The focus of Year 7 Geography is the UK. The purpose of this unit is to give students an overview of some of the differences between regions of the UK and to build the skills they need to interpret map sources for evidence. It enables students to start to develop their UK place knowledge.	PHYSICAL LANDSCAPES IN THE UK (2B) This unit focuses on the basic process that create different landscapes and is designed to deepen students understanding of variations across the UK. Many of the differences in human geography they will look at further through the year are shaped by the physical landscape.	WEATHER & CLIMATE IN THE UK (3B) This unit looks at how weather and climate vary across the UK. Students will then learn some of the physical processes which cause our weather and how some of our activities are influenced by it. It adds another layer to their knowledge of the factors which influence life across the UK.	PEOPLE OF THE UK (4A) This unit looks at the human geography of the UK. Students look at how population has changed over time and the causes and consequences of these changes. We make links back to the physical geography they have covered to look at patterns of urban development and how migration both internal and external have shaped the UK	WORK, REST AND PLAY IN THE UK (5A) This unit looks at how the UK economy has changed over time and creates several refers to previous units. For example, we link our understanding of Physical landscapes to the era of the Industrial Revolution. We look at how industrial change shaped the patterns of urban growth seen in People of UK. Students should begin to see how different elements of geography are interconnected.	CHALLENGES AND OPPORTUNITIES IN THE UK (6B) This unit aims to summarise many of the challenges that have been touched upon in previous units such as economic change causing variation in levels of UK deprivation. It also looks to introduce environmental issues that students will come back to as they go into Y8 such as those around pollution and resource use. This unit also aims to get students to understand how their actions can impact these issues
Skills- What will be developed?	<ul style="list-style-type: none"> • Cartographic skills – focus on use of OS map skills (grid references, scale, contour lines) • Atlas skills – use of a variety of UK maps to look at differences across the UK 	<ul style="list-style-type: none"> • Source skills – focus on use of and creation of annotated diagrams and analysing photographs • Atlas skills – use of physical maps to interpret landscapes and identify landforms 	<ul style="list-style-type: none"> • Graphical skills – construction and interpretation of climate graphs and data • Spatial skills – interpretation of CHOROPLETH and SYNOPTIC WEATHER CHARTS 	<ul style="list-style-type: none"> • Graphical skills – construction and interpretation of Population pyramids and parallel bar graphs • Sequencing skills – looking at timelines to look at patterns of migration • Fieldwork skills – constructing questionnaire/census questions 	<ul style="list-style-type: none"> • Graphical skills – construction and interpretation of % bar charts and proportional symbols. • Source skills - Photograph analysis • Presentation styles - Conflict grids 	<ul style="list-style-type: none"> • Graphical skills – construction and interpretation of pie charts. • Map skills – application of their skills to find evidence of suitability of a site for a reservoir. • Decision making skills – students must evaluate a range of sources to come to a decision.
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<ul style="list-style-type: none"> • What makes up the UK? • How do UK regions vary? • How is the UK linked to the rest of the world? • How can we use maps to explore our local environment? 	<ul style="list-style-type: none"> • What is a landscape? • Why do UK landscapes vary? • What are the main landscape processes? (Erosion, deposition, weathering) • How do rivers shape our landscape? • What factors influence the shape of our coastlines? • How are mountains and glacial landscapes formed? 	<ul style="list-style-type: none"> • How do we record the weather? • Why is our weather so changeable? • How does air pressure change? • Why does it rain? • What are Urban microclimates • How are we affected by Extreme weather in the UK 	<ul style="list-style-type: none"> • How do we measure population in the UK • What are the consequences of an ageing population? • What are the patterns of diversity in the UK? • How has migration impacted the UK? • How do urban areas grow and change over time? • What issues are affecting UK urban areas? • Are all rural areas the same? 	<ul style="list-style-type: none"> • What are the different types of industry? • How and why have UK jobs changed over time? • How did the Industrial Revolution shape the UK? • How is technology changing the way we work? • How is the way we spend our free time changing? • How can changing land use create conflict in communities? 	<ul style="list-style-type: none"> • What is deprivation and how does it affect the UK? • Where does our water come from? • How can we manage our water supplies for the future? • What is the problem with waste? • How clean is our air? • Where does all the electricity come from?
SEND- how will support be seen? Seating plans? Simplified questions?	<ul style="list-style-type: none"> • All students are placed in seating plans to enable staff to support students and where appropriate to support each other • All lessons are designed with clear structure tasks which are broken up into smaller chunks to enable students to build their understanding • Appropriate scaffolding is given to help students complete written work. This may include key terms, sentence starters, partially modelled answers... • Questioning is flexible and tailored to the needs of the group • Demonstrations and examples for students to apply to new contexts 					
Assessment- What? Why?	<ul style="list-style-type: none"> • Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Formal end of unit assessment with teacher feedback to whole class 	<ul style="list-style-type: none"> • Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Teacher assessed piece of extended writing • Formal end of unit assessment with teacher feedback to whole class 	<ul style="list-style-type: none"> • Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Teacher assessed piece of extended writing • Formal end of unit assessment with teacher feedback to whole class 	<ul style="list-style-type: none"> • Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Teacher assessed piece of extended writing • Formal end of unit assessment with teacher feedback to whole class 	<ul style="list-style-type: none"> • Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Teacher assessed piece of extended writing • Formal end of unit assessment with teacher feedback to whole class 	<ul style="list-style-type: none"> • Informal Knowledge quizzes using self and peer assessment at both the start and during lessons. • Teacher assessed piece of extended writing • Formal end of unit assessment with teacher feedback to whole class

What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<ul style="list-style-type: none"> • We use a variety of quiz styles and questioning to retrieve prior knowledge • We use 'revision' lessons with students before major assessments • Guided analysis of modelled or completion of partially modelled answers with students 					
Literacy - reading, extended accurate writing and oracy opportunities	<ul style="list-style-type: none"> • Written skills focus on DESCRIPTION and COMPARISON • Comprehension tasks with larger pieces of text with some potentially challenging vocab. 	<ul style="list-style-type: none"> • Written skills focus on DESCRIPTION and EXPLANATION with reference to analytical styles of writing. 	<ul style="list-style-type: none"> • Written skills focus on DESCRIPTION and EXPLANATION with reference to analytical styles of writing. • Also developing chains of consequences to extend explanations. 	<ul style="list-style-type: none"> • Written skills focus on the language of COMPARISON and EVALUATION to create balanced arguments. • Extended writing opportunity to justify their opinion (persuasive writing) • Comprehension tasks involving longer pieces of text such as written accounts of people lives and newspaper articles. 	<ul style="list-style-type: none"> • Written skills focus on EVALUATION and language of significance to create balanced arguments. • Extended writing opportunity to EVALUATE the advantages and disadvantages of building HS2. 	<ul style="list-style-type: none"> • Written skills focus on EVALUATION and using evidence from sources to support arguments made. • Extended writing – DME (Decision making exercise) – an opportunity to EVALUATE a range of different sources to decide upon the advantages and disadvantages of a reservoir site.
Numeracy /computing skills	<ul style="list-style-type: none"> • Use of scale lines and ratios to look at measuring distances. • Use of coordinates to create grid references 	<ul style="list-style-type: none"> • Use of ratios, scale lines, and contour lines to interpret landscapes and calculate changes in height of land. 	<ul style="list-style-type: none"> • GRAPHING – construction and interpretation of climate graphs. • Including looking at correlation, range, and means. 	<ul style="list-style-type: none"> • GRAPHING – construction and interpretation population pyramids and parallel bar graphs. • Look at concepts of GROSS and NET migration 	<ul style="list-style-type: none"> • GRAPHING – construction and interpretation of % bar charts and proportional symbols. 	<ul style="list-style-type: none"> • GRAPHING - construction and interpretation of pie charts. • Students calculate percentages and % increase.
Character development	Resilience – students are encouraged to build their confidence in a range of skills that they may find difficult at first	Resilience – students are encouraged to build their confidence in a range of skills that they may find difficult at first	Compassion – students will need to put themselves in the position of people affected by extreme weather to understand the problems they may face.	Compassion – students will be looking at issues around migration including refugees and asylum seekers and will need to understand different viewpoints linked to these issues.	Resilience and resourcefulness – by looking at how the job market changes over time we will reinforce the importance of both characteristics in a rapidly changing world.	Respectful and compassionate – students will be looking at poverty and homelessness in the UK to build a compassionate understanding of the issues facing different groups of people. They will also be looking at the problem of resource use and how we need to respect our natural world through our actions.
Equality /Diversity opportunities	We look at a range of places around Britain and talk about the historical and current process that have affected them such as migration	Students begin to understand that diversity of landscapes across the UK lead to different paths of economic development which influenced social development	Students will develop awareness of the range of factors which influence why some groups of people may be more at risk from extreme weather, such as age or social issues.	Students will be looking at a range of issues linked to diversity across the UK including patterns in diversity within UK cities. Analysing UK population to understand issues linked to age and ethnicity.	Students look at how jobs have changed over time. We look at how this may influence modern patterns of social mobility across the UK, changing gender roles and how it might affect patterns of migration and ethnicity.	Students look at a range of challenges facing different social groups within the UK and how we can help them through our actions
Homework /Independent learning	<ul style="list-style-type: none"> • Satchel based quizzes design to reinforce in class learning. • Students may be given articles, photographs, graphs, or video clips to interpret and help with the quizzes set. • Students may also be set subject specific spelling tests as appropriate. 					
CIAG coverage/links	Role of Cartographers and the Ordnance Survey. When looking at regional difference we talk about	Discussion of influence of landscape on PRIMARY industry jobs such as mining and farming.	Look at the role of METEOROLOGISTS and the MET OFFICE. We also look at how a variety of jobs are affected by weather and climate and this in turn creates job opportunities for Geographer such as GIS.	Students look at the role of Census. Look at how the Government collects and uses this data. How is it useful to a range of businesses.	Students look at how jobs and industries change over time. We discuss how some jobs that exist now will be obsolete and others will be created.	We talk about new opportunities for jobs and industry in the changing ways we deal with our natural resources. Such as Offshore wind opportunities in East Anglia.