



Geography

Intent

To develop the student's understanding of space and place. They will explore their own personal geography and consider their place within the local community.
 To show students how to collect, present and interrogate primary and secondary data to come to well justified conclusions.
 To explain how atmospheric systems are responsible for weather patterns on a national scale.
 To explore the connection between climate and the location of the world biomes.

Year 7	Unit 1 A Sense of Place September to November	Unit 2 Settlements November to January	Unit 3 Ecosystems January to April	Unit 4 Weather April to July
Knowledge (facts, information, concepts and key terminology)	Key words: Physical and Human Geography, continent, latitude and longitude, Equator, Prime Meridian, map symbol, grid references, compass direction, scale.	Key words: rural, urban, urban sprawl, urban greening, village, hamlet, Burgess Model, inner city, regeneration, linear, nucleated, dispersed, conurbation.	Key words: Food chain, biome, deforestation, adaptation, sustainable, producers, consumers, prey, sustainable management.	Key words: Weather, climate, air pressure, meteorology, precipitation, wind direction, low pressure, high pressure, anticyclone, depression, frontal/convectonal/relief rainfall, microclimate.
Understanding (ability to connect and synthesise knowledge within a context)	To be able to categories topics into human and physical geography. To gain an understanding of global, national, and local geography. To feel confident using basic map skills to read and understand OS maps.	To be aware of the different shapes and patterns of settlements and how their function changes over time. To explore Manchester's inner-city area, how it has changed over time and to investigate the success of regeneration in this area. To examine sustainable transport solutions To understand the issues around waste disposal and investigate solutions to waste.	To understand the links between different organisms within a food web and make predictions about changes to population size. To explain how specific plants and animals have adapted to suit their habitat. To understand the climatic reasons for the location of specific biomes. To identify sustainable management techniques and explain	To understand the difference between weather and climate, and how we can measure the weather. To identify differences in weather patterns across the UK and give reasons for the difference. To explain how specific weather systems in the UK form and describe the weather they bring. To consider how the weather in the UK is changing.
Skills (successful application of knowledge and understanding to a specific task)	Label the 7 continents, 4 oceans, some European countries, the countries, and cities of the UK Longitude and latitude coordinates Compass points and direction Scale and map symbols 4 and 6 figure grid reference.	Retesting of skills learnt in last unit. Creating own urban designs to improve urban greening.	Describing distribution, drawing and interpreting climate graphs, pie charts, identifying lines of latitude.	Identifying continents and oceans, describing pattern using choropleth maps, rose diagram, isolines, interpreting forecasts.
Formal Assessments	2x in class assessments 3x Geog your Memory knowledge recall quizzes			

By the end of the year students on course for at least a grade 5 will **begin to...**
 Interpret and communicate information.
 Make simple deductions and draw conclusions.
 Construct chains of reasoning.
 They may begin to...
 Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues.
 Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena.
 Construct coherent arguments to draw conclusions supported by evidence.
 Use a range of geographical skills and techniques accurately, showing understanding of their purpose.