

Term 1

Where in the World?

- Continents and countries.
- Current events in the news.
- Grid referencing.
- Physical features of the UK.

Your Year 7
Geography
Journey Starts
Here!

Term 2

My Place- Slough.

- Local geographical knowledge.
- UK population.
- Demographic of Slough.
- Regeneration of Slough.
- The UK economy.

Term 3

Plate Tectonics- Natural Hazards.

- Plate boundaries: conservative, destructive, constructive and collision.
- Volcanoes and formations.

Term 5

Population- India.

- Demographic Transition Model (DTM).
- Population pyramids.
- Migration- push and pull factors.
- Opportunities and challenges.
- Slum living.

Term 4

Rivers

- The River Profile.
- River Processes: Erosion, Deposition and Transportation.
- Landforms: Meanders, Ox-Bow Lakes, Waterfalls, Gorges, Floodplains/Levees, Estuaries.
- Flood Management- Banbury

Term 6

EOY Reflections

Revision of key topics from the year.

Major skills which require revising: Grid referencing, Population pyramids, OS map symbols.

Focus on knowledge of: Location- UK and British Isles, the 7 continents, India. Factors: Environmental, Social and Economic.

What do you wish to achieve at the end of this year?

Reflecting back: Have you achieved it?



Year 7- Term 1- Where in the World?

Why is this topic important? Ensures students have an awareness of the geography of our World; location, interconnections, opportunities and challenges within society. Allows them to articulate their perception of the world and those who live in it whilst building key vocabulary for life.

Why is this the first topic for Year 7? Opportunity for them to understand the geography of the wider world; for personal connection and foundation to future study.

Lesson:	1- An Introduction to Geography	2-Continents and Countries; Our relationship with the EU.	3- CURRENT EVENT - Brexit	4- PRESENTATIONS- Where Have I Been?	5-The British Isles, GB and the UK.	6- CURRENT EVENT- Whaley Bridge Dam	7-Map Skills- 4 and 6 figure grid references.	8-Physical Features of the UK.
Learning Objectives:	To know why we study geography. To understand the difference between physical and human geography. To be excellent in using key vocabulary to articulate why we study geography.	To know the seven continents. To understand how the continents became. To be excellent in locating all seven continents and giving examples of countries within.	To know our current Brexit situation. To understand the location and importance of the key countries involved. To be excellent in forming an opinion on whether we should leave the European Union.	To know a clear location of a chosen place. To understand why that place was an important experience for you. To be excellent in articulating the opportunities this location holds.	To know the difference between the British Isles, GB and the UK. To understand the history behind our geography. To be excellent at applying this knowledge onto maps.	To know what a dam and reservoir is. To understand the dangers of living beneath a reservoir and dam. To be excellent in analyzing whether a settlement should have been built next to a dam.	To know why we use grid references. To understand the difference between four and six figure grid references. To be excellent at applying skills to unseen maps.	To know what a physical feature is. To understand the importance of physical features in the UK. To be excellent at mapping physical features and articulating their importance.
Key Vocabulary:	Physical, Human, geography, Development, Surroundings, Man-Made.	Agreements, political, continent, country.	Officials, MPs, constitution, referendum, Brexit.	Location, opportunity, interest, articulation.	Location, borders, country, islands.	Dam, reservoir, population, challenge, settlement.	Grid references, political map, physical map.	Physical, mountainous, river, coast, features.
Opportunities for Oracy:	Students must clearly explain why we study geography.	Students must clearly explain the terms continent and country.	Students must clearly cite their opinion on whether they agree with Brexit.	Independent presentations on a location of their choice.	Articulating why the Republic of Ireland is not part of the UK.	Opinion justification on whether to build dams near settlements.	Clearly explaining how to find grid references. Set of instructions.	Articulate importance of rivers and climate in the UK.
Homework:	Where Have I Been? Presentation Preparation.	N/A	N/A BOOK MARK	Self Evaluation of Presentation.	N/A	N/A	Map Skills Practice.	N/A
St Josephs Pupil Profile:	Attentive, Curious.	Active, Wise.	Learned, Eloquent, hopeful.	Eloquent, Learned, truthful.	Learned, Wise, attentive.	Compassionate, Generous, hopeful.	Attentive, Active.	Curious, Wise.

Year 7- Term 2- My Place: Slough

Why is this topic important? Ensures students have an understanding and appreciation of their location. Intends to make the subject more personal and engage students to connect with the immediate world around them. This will allow them to further embed key geographical skills learnt in their first weeks at St Josephs.

How is Subject knowledge embedded this term? Students will revise key skills learnt in term 1 through independent class and homework and expand knowledge. VISIT: Slough Museum.

Lesson:	1- Locating Us.	2- The Population of the UK.	3- CURRENT EVENT- 2019 Hottest Summer on Record.	4-The Demographic of Slough.	5- The Regeneration of Slough.	6- CURRENT EVENT- McDonalds Paper Straws Cannot be Recycled.	7-Our importance in the UK.	8- The Challenges of Slough.
Learning Objectives:	To know what latitude and longitude is. To understand how we use OS maps. To be excellent at clearly articulating the location of Slough in the World.	To know the terms demographic and population. To understand how to find the mean, median, mode and range of given UK data. To be excellent at creating graphs to show the data of the UK.	To know key vocabulary surrounding climate change. To understand why the Summer temperatures hit headlines. To be excellent at analyzing humans impact on our Earth.	To know the demographic of Slough. To understand how to read population pyramids. To be excellent at analyzing the advantages and disadvantages of a diverse society.	To know what regeneration is. To understand why Slough needed to regenerate. To be excellent at evaluating whether Slough’s regeneration was successful.	To know the implications of plastic in the world. To understand the need to be more sustainable. To be excellent at creating new alternatives for plastic straws and waste disposal.	To know the development of Slough. To understand the importance Slough plays in the UK. To be excellent at analyzing Slough’s importance to the UK economy.	To know that Slough still faces some challenges. To understand how we can improve our society. To be excellent at evaluating the success of Slough’s regeneration.
Key Vocabulary:	Latitude, longitude, Ordinance Survey	Demographic, population, mean median, range, mode.	Climate change, greenhouse effect, global warming.	Demographic, population, diverse, culture, gender.	Regeneration, location, economy.	Recycle, climate change, waste, disposal.	Economy, development, employment.	Evaluation, challenge, employment.
Opportunities for Oracy:	Description of location using map vocab.	Verbal definitions required for demographic and population.	Describe the trends of the graph. + Key words.	Explaining diversity in society- is it positive or negative.	Newspaper article to read and question.	WWF article on plastic.	BBC article- Slough named the best place to work and live.	Voicing Slough news.
Homework:		Assessment= Analyse the graph		Write a paragraph predicating how the demographic of Slough will change in the future.	Evaluate whether you think Slough’s regeneration has been successful based on the answers you have given. ASSESSMENT	Write a letter to McDonalds proposing ideas on how they can become more sustainable.		Write up your letter in neat.
St Josephs Pupil Profile:	Curious, attentive.	Eloquent.	Hopeful, passionate.	Considerate, Understanding.	Attentive, Wise.	Hopeful, Generous.	Learned, Attentive,.	Eloquent , attentive.

Year 7- Term 3- Plate Tectonics

Why is this topic important? Teaches students about the physical structure of our Earth and the science behind the disasters the human population faces- cross curricular link to Science.

How will knowledge be applied this term? Extended writing and newspaper articles- links to future careers in Journalism through Geography.

Assessment opportunities: Key word tests which are peer and self marked and therapy sheets from Pixl to support in depth understanding of key words.

Lesson:	1- The Earth’s Structure	2- Plate Boundaries	3- How are earthquakes caused?	4- L’Aquila, Italy earthquake case study. + KEY WORD TEST	5- Tsunamis- Haiti Case Study	6. Volcanoes in depth.	7- Volcano case study- Eyjafjallajökull.	8- Newspaper articles on chosen case study.
Learning Objectives:	To know the layers of the Earth. To understand what our Earth is made up of. Excellent if we can explain why and how the Earth’s plates have moved and changed position over time.	To know how are plates move. To understand destructive and constructive plate boundaries. Excellent if we can explain how constructive, conservative and destructive plate boundaries move.	To know how earthquakes are caused. To understand how conservative plate boundaries move. Excellent if we can explain in our own words how earthquakes happen using key vocabulary.	To know how an earthquake can effect society. To understand how people respond to a natural disaster. Excellent if we can explain the primary and secondary effect of a named natural disaster.	To know what the primary and secondary effects of a natural disaster are. To understand how tsunamis are formed. Excellent if we can explain how tsunamis are formed using case study knowledge.	To know what a volcano is. To understand how volcanoes are formed. Excellent if we can use key vocabulary to explain how a volcano is formed.	To know the location of Eyjafjallajökull. To understand how Eyjafjallajökull has effected the local population. Excellent if we can explain how one volcanic eruption can impact the global population.	To know the location of a case study. To understand how natural hazards have effected populations. Excellent if we can consolidate knowledge in a newspaper article.
Key Vocabulary:	Inner core, outer core, mantle, crust.	Conservative, constructive, destructive, collision.	Friction, tension, subduction, epicenter, focus point.	Continent, country, epicenter, effects, responses.	Tsunami, effects, responses, wave.	Dormant, cinder cone, pyroclastic flow, magma, lava.	Magma, lava, population, fertile, tourism.	Plate boundary, epicenter, lava, effects, responses.
Opportunities for Oracy:	Repetition of layers of the Earth.	Explaining characteristics of plate boundaries.	Explanation of process using key vocabulary.	Describing location using maps.	Explaining natural events- tsunami.	Explain how a volcano is formed.	Explaining how a volcanic eruption can impact the global population.	Articulating a chosen case study.
Homework:	Research and draw one of the following plate boundaries in preparation for next lesson.			Exam Question: Explain the primary and secondary effects of an earthquake.		Create your own poster/fact file of a volcano of your choice. (can be a model)		
St Josephs Pupil Profile:	Curious, wise.	Curious, eloquent	Eloquent, wise, Learned	Hopeful , considerate.	Hopeful, considerate.	Curious, wise	Hopeful, learned.	Eloquent, generous.

Year 7- Term 4 – Population - India

Why is this topic important? Teaches students about the why people move around the world, and the effects, both human and physical, this has on our Earth. Students will partake in a geographical enquiry to research further into the population of India.

How will knowledge be applied this term? Geographical Inquiry.

Assessment opportunities: Maths population pyramid assessment, .

Lesson:	1- Population	2- Migration	3- India Introduction	4- India Characteristics	5 - India Opportunities	6 - India Challenges	7 - Slumming it!	8- The future of India	9 - Exam Application
Learning Objectives:	To define the keyword: Population To investigate population densities To read data off of a population pyramid	To investigate the different types of migration To describe push and pull factors To assess the positives and negatives of migration	To locate India To investigate the physical profile of India To assess the challenges of physical landscape on urban development	To identify the population of India To investigate what life is like in India To compare life in India to life in the UK	To identify the opportunities in India To investigate these opportunities	To identify why there are challenges in India To investigate these challenges To create solutions to these challenges	To define the word 'slum' To investigate the conditions of the slums in India To assess how we can resolve the issues in slum neighbourhoods	To identify how India is developing To investigate the development of India To predict the future of India	To recall keywords from the Population topic To identify weaknesses in our topic knowledge To examine our knowledge of our Population topic.
Key Vocabulary	Population, Densely, Sparsely, Population Distribution, Population Density	Migration, Push Factor, Pull Factor, Immigration, Emigration	India, Physical, Capital City, Ecosystem, Tropical Rainforest, Hot Desert, Savanna	Population, Quality of Life, Opportunity, Challenge,	Opportunity, TNC, Employment, Economy,	Challenge, Slum, Water Irrigation, Food, Hygiene,	Slum, Neighbourhood, Life Expectancy,	Development, Economy, Environment, Social, Political, Quality of Life	Population, Migration, Distribution, Sparsely, Densely, Push Factor, Pull Factor,
Opportunities for Oracy:	Repetition of keywords	Assessing of migration in a class debate	Describing the location of India	Comparing the characteristics of India with the UK	Investigating the opportunities in India	Creating solutions to the challenges in India	Describing of slum conditions	Predicting the future of India	Recalling of keywords
Homework:	Complete the population pyramid by adding the data		Travelling to India, homework sheet						
St Josephs Pupil Profile:	Curious, wise.	Curious, eloquent	Curious, learned.	Hopeful , considerate.	Hopeful, considerate.	Curious, wise	Hopeful, learned.	Eloquent, generous.	Learned, Wise

Year 7- Term 5 – Rivers

Why is this topic important? Gains an awareness about physical features in the UK. Teaches key mathematical skills alongside knowledge needed for GCSE Rivers. Allows for a trip to local rivers to discover physical features and small scale ecosystems.

Lesson	1- Drainage Basin and Key River Features	2- The River Courses + Long Profiles	3- River Processes: Erosion and Transportation	4- Waterfalls and Gorges	5- Meanders and Ox-Bow Lakes +Floodplains, Levees and Estuaries.	6-Skills- Identifying river features on a OS map.	7- Causes of Flooding and Hydrographs	8- Managing Floods in Banbury
Learning Objectives	To identify a drainage basin. To define key words relating to river systems. To identify river features on a diagram.	To identify the three river courses. To understand how the characteristics of the river change downstream. To describe how the long profile of a river changes downstream.	To explain the process of erosion and transportation. To describe the types of erosion: attrition, corrosion, abrasion, hydraulic action. To describe the processes of transportation and explain how this changes downstream.	To identify a waterfall and gorge. To explain the formation of a waterfall and gorge. To explain why a waterfall is only a temporary feature on a river’s course.	To identify landforms in photographs. To explain the formation of a meander and ox-bow lake. To explain how an ox-bow lake evolves over time. To explain the formation of floodplains and levees.	To revisit map skills. To identify river features on an OS map. To locate river landforms on an OS map using six-figure grid references.	To identify human and physical causes of flooding. To read and analyse hydrographs. To explain how the Jubilee River in Maidenhead uses flood relief channels to prevent flooding.	To define hard and soft engineering. To describe how Banbury is being protected. To evaluate schemes at Banbury in relation to flooding.
Key Words:	Drainage basin, fluvial, mouth, source, confluence, tributary, boundary, watershed.	Upper, middle, lower, gradient, width, depth, velocity.	Sediment, erosion, attrition, abrasion, hydraulic action, corrosion, transportation, traction, suspension, solution, saltation.	Waterfall, gorge, erosion, deposition, landform, plunge pool, sediment, retreat.	Meander, ox-bow lake, erosion, deposit, velocity, floodplain, levee, estuary, saltmarsh.	OS map, grid referencing, landforms, fluvial, feature, characteristic.	Flooding, physical, human, infiltrate, permeable, saturated, urbanisation.	Management, engineering, evaluation, scheme, channel straightening.
Pupil Profile	Curious, wise.	Curious, eloquent	Eloquent, wise, Learned	Hopeful , considerate.	Hopeful, considerate.	Curious, wise	Hopeful, learned.	Eloquent, generous.
Opportunities for oracy and homework:	Verbally defining new words and application in discussion.	Explanation of characteristics.	Describing processes.	Use of diagrams.	Explanation of features and changes.	Map skills	Graphical skills- new skill learnt here.	Opinion based and evaluative- are the schemes enough?

Year 7- Term 6- Revision Lessons + Supporting Homework Revision Booklet for the Term

Intent: To revisit and revise key learning content since September. Reinforce key ideas and inspire learning and embrace revision techniques. To apply learning to exam skill. To encourage confidence in geographical content and oracy.

Lesson	Lesson 1- Continents, Oceans, British Isles	Lesson 2- Grid Referencing.	Lesson 3- Slough Case Study	Lesson 4- Plate Tectonics and Formations	Lesson 5- Hazards Case Studies	Lesson 6- Rivers
Learning Objectives	To know the seven continents. To understand the location of countries within the British Isles. To name the major oceans in the world.	To know how to grid reference. To practice key geographical skills. To apply skills to exam questions.	To know the geographical location of Slough. To understand the opportunities and challenges in Slough. To evaluate development in Slough.	To know the major plate boundaries. To be able to explain how earthquakes and volcanoes are formed. To apply knowledge to exam questions.	To apply knowledge of case studies to exam questions. To understand the difference between a social, economic and environmental effect.	To revisit key definitions around rivers. To explain key characteristics of the courses of the river. To apply knowledge to exam questions.
Key Words	Continent, country, Ocean, Location, Physical, Geography.	Skill, OS Map, Grid Reference, Contour lines, measurements	Location, challenge, opportunity, demographic, population	Plate boundary, tectonic, formation, seismic, hazard.	Hazard, social, economic, environment, effect, response.	Fluvial, characteristics, upper/middle/lower course, erosion, deposition.
Pupil Profile	Learned, Active.	Learned, Active.	Compassionate, Hopeful.	Curious, Attentive	Learned, Wise.	Grateful, Truthful.