



Academic Learning Plan 2023-2024

Geography – Year 7

Intent : Geography aims to deepen knowledge and understanding of the world. Students are challenged to question the world around them so they develop the inquisitive skills which will not only broaden student perspectives but also lead to strong outcomes ultimately creating compassionate global citizens.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 Units	Fantastic places	Tropical rainforests and development	Is Africa all desert?	Our Oceans	Crewkerne Investigation	Atlas Skills
Content	This unit balances map skills from direction to 6 figure grid references as well as placing these skills into real world places around the world.	Location of global biomes around the world, what global biomes are and what they are like. Opportunities and challenges in these biomes. TRF. Extending locational knowledge and deepening spatial awareness using maps of the world to focus on South America, focusing on its environmental regions, key physical and human characteristics, countries and major cities.	Location of global biomes around the world, what global biomes are and what they are like. Opportunities and challenges in these biomes. Focus on desert. Extending locational knowledge and deepening spatial awareness using maps of the world to focus on Africa, focusing on its environmental regions, key physical and human characteristics, countries and major cities.	Looking at the structure, use and management of a global and universal resource. The impacts of climate change and of plastic on the ocean. As well as, Investigations into coral reefs, their opportunities and challenges as well as the management. Extending locational knowledge and deepening spatial awareness using maps of the world.	Local scale investigation into the development at Goldwell Farm should be built. This includes the collection of primary data, the use of secondary data as well as presenting students findings. Students will need to be evaluative in their work to complete the last section of this unit.	A short unit looking at the multiple uses of maps. This includes the use of contents, glossaries and multi faceted maps within the atlases. This is to develop students knowledge around location, geographic perspectives and scale.
Literacy	Description, use of adverbs to add development of description.	Comparing words to compare biomes, use of top trump cards and newspaper article	Comparing words to compare biomes and use of tourist guides.	Use of resources for independent and group investigations. Comparing and exploring different zones of the oceans.	Use of newspaper articles as well as data collection sheet.	Interpreting a range of maps and resources.
Knowledge organiser						
Assessment	Formative tests in terms of quizzes for students to be able to go back and improve understanding.	Follows the GCSE format of MCQ and short responses that need students to refer to resources and unseen information	Deserts assessment - questions based upon explanation of animal adaptations and asking for application of photograph to knowledge developed. Rainforest assessment follows to allow students to build upon feedback from this assessment.	Schoolology- Mel Scott KS3 oceans	Formative assessment that will need students to reflect on their project and findings throughout the investigation.	Formative assessment reflection on student's knowledge of maps and geo spatial location.
GCSE AO Link (or other) if applicable	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements	AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.	AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements

Homework	A place in the world research task	TRF research task	Spelling tests and biome research tasks	Gulf stream investigation and nemo game	Completion of primary data worksheets	'Prisoners of Geography' tasks.
CEIAG	Understanding of space in a globalised world.	Looking at ecotourism and challenges of managing the resources of the TRF	Addresses by looking at how people survive and thrive in an extreme environment	Looks at peoples roles within the oceans, how we interact with jobs like fishing as well as the idea of stewardship	Town planning and development of urban settings.	The work of cartographers.
Enrichment	On site sketch maps and potential orienteering/treasure hunt tasks				On and off site data collection techniques.	