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| **Term** | **Unit** | **Building blocks/ ‘stuff’ to learn****Substantive Knowledge** | **Application****Disciplinary aim**  | **Cultural Capital****Tier Two Vocabulary**  | **Cultural Capital****Extra-curricular** |
| **Year 7****Topic 1** | **Mapping the UK.** How do we use maps to locate places and interpret the landscape? | 1. Know what geography is and why it’s important. 2. Know how to use a variety of map skills to interpret and locate places on maps. | Use and interpret maps at a range of scales including political maps of the UK, 1: 25 000 OS maps of contrasting locations and atlas maps  | Tier-two and three vocabulary included in retrieval quizzes at start of each lesson.  |  |
| **Year 7****Topic 2** | **How does the UK physical landscape vary?**  How do physical processes affect the landscape of the UK?  | 1. Know how weathering, erosion, transportation and deposition influence the physical landscape of the UK.3. Know how rivers, coasts and glaciation have shaped and are shaping UK landscapes. | Use and interpret ground, aerial and satellite images. Use and interpret physical and atlas maps.Identify rivers and their features on OS maps.Draw and annotate field sketches**Summative assessment**: Multiple choice, short and long answer questions on Map skills and the UK physical landscape | Tier-two and three vocabulary included in retrieval quizzes at start of each lesson. | Day Trip to a National Park – The Norfolk Broads |
| Year 7**Topic 3** | **Challenges and opportunities in the UK** – What issues does poverty create? How do our lifestyles create issues? | 1. Know how poverty, water supplies, waste management, air pollution and energy create challenges and opportunities for people in the UK2. Know the different ways that these issues could be improved. | Complete and interpret a pie chart and bar chart.Interpret and compare choropleth maps.Use and interpret OS maps 1: 50 000 and political maps Consider advantages and disadvantages of a proposal and draw conclusions. | Tier-two and three vocabulary included in retrieval quizzes at start of each lesson. |  |
| Year 7**Topic 4** | **Weather and climate in the UK.** Why is our weather changeable? What extreme weather does the UK experience? | 1. Know the concepts and elements that make up weather and climate2. To know the main factors that influence UK weather and why it is so changeable.3. To know how the micro climate of WVC varies  | Interpret and analyse a variety of sources including diagrams, atlas maps, sea surface temperature maps and urban heat island maps.Collect and interpret fieldwork dataComplete map cross sections, isoline maps, choropleth maps and climate graphs.**Summative Assessment:** Micro climate investigation | Tier-two and three vocabulary included in retrieval quizzes at start of each lesson. | Micro climate fieldwork investigation in the College grounds |
| Year 7**Topic 5** | **People of the UK.** Who are we? Where have we come from? Where do we live? | 1. Know how migration has contributed to the diversity of the UK population.2. Know the advantages and disadvantages of the UK’s ageing population3. Know how land use compares between urban and rural areas | Analyse and interpret OS and choropleth mapsConstruct and interpret a pie chartComplete and analyse population pyramids Make comparisons between contrasting rural locations in the UK | Tier-two and three vocabulary included in retrieval quizzes at start of each lesson. |  |
| **Year 7****Topic 6** | **How has the use of leisure time changed in the UK?**  | 1. Know why use of leisure time has changed in the UK over time.2. Know the economic advantages and disadvantages of tourism2. Know how shopping patterns have changed3. Know the impacts of leisure activities on the countryside | Use, interpret and complete pie chartsUse, interpret and complete sketch and dot mapsUnderstand and use numerical data including percentage change.**Summative Assessment:** Multiple choice, short and long answer questions on the people of the UK and tourism | Tier-two and three vocabulary included in retrieval quizzes at start of each lesson. |  |
| **Summative Assessment: There will be a summative assessment at the end of each term.** **Formative Assessment: Halfway through every term will be a formative assessment, with modelling and scaffolding to support students in class. Students will be given feedback on their answers and will complete a next steps task in green pen in their exercise book.** |