



YEAR 7 GEOGRAPHY SCHEME OF WORK St Ivo School Geography Department

2015/2016

Please note that these schemes of work are for guidance and the precise nature of homework and activities will be at the teacher's discretion. Where classes are shared between two teachers, the order in which the units are delivered may vary.

AUTUMN TERM					
Key Idea	Pupil Activities	Resources	Assessment	Literacy/ Numeracy / geographical skills	Homework
<p><u>What is geography?</u></p> <p>Key concepts of: Physical Human Environmental</p> <p><u>Geography in the news</u></p>	<p>(7 wks total Sept – Oct h/t)</p> <p>Time: 2 weeks</p> <ul style="list-style-type: none"> Using geographical vocab to identify the 3 main strands of geography Using photographs & maps to identify these strands Group work & wall displays (collages) of key words <p>Time: 1 week</p> <p>Examine range of articles on 'geographical topics'. Local to global scales. <i>Strand 5 - Students to be encouraged to develop their ideas further through international and domestic current affairs research</i></p>	<p>Blue Beauty PP What is Geog? PP Geog.1 pages 4-5 Geog.1 teachers resource book pages 4-7</p> <p>Geog terms PP Geography PP</p> <p>RGS Newspaper clippings</p>	<p>What Is Geography Assessment? TBA</p>	<p>(L) Key words within physical, environmental & human geography</p> <p>(L) Annotate article – pick out key geographical points</p> <p>(ICT) Internet research</p>	<ul style="list-style-type: none"> Pick a news article of interest & take notes on key points. Take a 'local' issue of interest to 'you' and write an article on it.
<p><u>Geography skills</u></p> <p>Using globes & atlases (index, keys, contents & scales)</p> <p>Latitude & Longitude Satellite journey</p>	<p>Time: 4 weeks</p> <ul style="list-style-type: none"> Finding out what information is contained in atlases & how to use them Make a globe Worksheets to plot latitude & longitude Using maps at a variety of scales (satellite, World, UK & local). Learning oceans, continents & places according to National 	<p>Geog. 1 pages 24-25 Geog. 1 pages 6-7</p> <p>Websites: www.streetmap.co.uk www.multimap.co.uk</p> <p>Animaniacs - starter Continents PP World - Physical PP</p>		<p>(N) Plotting latitude & longitude co-ordinates (N) Use & understanding of scale</p> <p>(N) Intro OS map, 1:50,000 & 1:25,000 differences (N) How to find places on a map – grid references (focus on 4 figure) (L) Learning Key place &</p>	<ul style="list-style-type: none"> Activity Sheet 1.2 Latitude and Longitude (Foundations textbk Teachers guide)

Home Region (UK)	<p>Curriculum.</p> <ul style="list-style-type: none"> Examine British Isles, Great Britain & UK. Map to show boundaries of England, Ireland, Scotland & Wales Label UK map with oceans, mountains, rivers, towns/cities. <p><i>Strand 4 - Students to use each other as instructional resources throughout unit, especially when undertaking OS map work, aiding each other/writing instructions/seeking advice from peers.</i></p>	<p>Lat & Long flash animation UK – Zooming in PP</p> <p>Atlas work & UK outline sheet.</p>	<p>MAPTEST (%)</p>	<p>physical names</p>	
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<p><u>Settlement</u></p> <p>Site & situation</p> <p>Changing town function</p> <p>Settlement hierarchy</p> <p><u>St Ives vs global city case study</u></p>	<p>Time: 4 weeks (Oct Half term–Dec)</p> <ul style="list-style-type: none"> Use of OS map to identify the site & situation of St Ives Choosing a settlement site Sustainable cities - student-based activity Look at local settlement hierarchy from OS map Use of pupil resource booklet to identify: <ol style="list-style-type: none"> Why is it located here? Compare Population growth Historical changes to the town Changing land-use Neighbourhoods <p><i>Strand 5 - Assessment to be focused around students creating the work in a medium of their choice. Required content and success criteria outlined and students to independently become responsible for this work.</i></p>	<p>GIS ACTIVITY – to be decided</p> <p>Geog.1 pages 26-33 & 42-47</p> <p>St Ives OS map</p> <p>Locating a settlement PP</p> <p>Settlement PP</p> <p>St Ives CBD PP</p> <p>Geog. 3</p>	<p>Settlement Assessment - TBA</p>	<p>OS MAP:</p> <p><u>Geog. Location & features of St Ives</u> (river, size of town, relief, land use etc...)</p> <p><u>Symbols</u> – transport, facilities / amenities (journey through St Ives)</p> <p>Recap grid refs to find features and places</p> <p>(L) Factfile on St Ives looking at historical changes i.e. land-use, population etc</p> <p>(N) Plotting a population graph, using & labelling scales. Also interpretation & description</p> <p>Sketch map with annotations of local neighbourhood</p> <p>Skills: Grid references, 4</p>	<ul style="list-style-type: none"> Wordsearch and vocabulary Settlement collage to learn key terms Slepe settlement story Changes in St Ives Sheet Activity Sheet 2.5 'Changing Functions' St Ives research for the factfile
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SPRING TERM

Key Idea	Pupil Activities	Resources	Assessment	Literacy/Numeracy	Homework
<p><u>Weather & Climate</u></p> <p>Differences between weather & climate</p> <p>Rainfall</p> <p>Measuring weather</p> <p>Forecasting weather</p>	<p>Time: 4weeks (Dec- Feb)</p> <p>Define weather & climate. How do these affect out daily lives?</p> <p>3 main types</p> <p>Types of weather recording instruments & methods of recording data</p> <ul style="list-style-type: none"> Information contained in a weather forecast & types (satellite & general) Weather map symbols Students produce a video of weather forecasting 	<p>Weather starter video clip Smart board file :how weather affects us Geog. 2 p 34-35 & 40-41 & an atlas Types of rainfall PP Geog. 2 p 26-27</p> <p>Bunce text book p72 Features of weather PP Tape 10 Weather instruments PP BBC & met office websites Newspapers Postman Pat depression video clip + PP & W/S Weather bytes DVD</p>	<p align="center">Weather Test%</p>	<p>(N) Using thermometers & anemometers to record data</p> <p>(N) Understanding scale to record data</p> <p>(L) key term quiz</p> <p>(ICT) Flip cameras</p>	<ul style="list-style-type: none"> Making weather instruments Design a weather station (W/S) Keeping a weather diary
<p><u>Natural Hazards</u></p> <p>Types</p> <p>Earthquakes - Haiti</p> <p>Geography in the</p>	<p>Time: 6 weeks (Feb Half Term – May)</p> <p>What are natural hazards? Scale & impacts? <i>Strand4& 5 - Students to use past knowledge, and research to educate each other about a hazard of their choice including examples, causes and effects.</i></p> <p>Haiti– Impact on Human Activity Lesson</p>	<p>Internet Haiti Ppt Haiti DVD? Internet research</p>	<p align="center">Tsunami Literacy Assessment</p>	<p>(L) Tsunami alert leaflet (L) Writing a poem</p> <p>(ICT) Use of flip cameras and Movie maker</p> <p>(L) Survivors account (L) News paper article (L)Poetry</p>	<ul style="list-style-type: none">

News (Hazards) Tsunami (SE Asia/Japan)	Students own choice of Hazard – to create news report (Flip Cameras) When, where, why? Examine news coverage at the time. Amelioration strategies?	Geog.1 New Ed Satellite photos of before & after damage (BBC website)		(L) Write an aid agency disaster plan	
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SUMMER TERM

Key Idea	Pupil Activities	Resources	Assessment	Literacy/Numeracy	Homework
<p><u>Japan: A country case study</u></p> <p>Focus on the traditional & modern Japan i.e.</p> <ol style="list-style-type: none"> 1. Homes 2. Lifestyle 3. Culture 4. Clothes 5. Food 	<p>4 weeks (May Half-term - July)</p> <ul style="list-style-type: none"> • Draw & label a map of Japan • Japan or not starter activity • Stereotypes in Japan using the Simpsons <i>Strand 4 - Students to learn about different aspects of Japanese culture. They can then through a jigsaw activity test each other on true or false questions.</i> • Design a bento lesson • Label & describe population pyramids to show population change • Compass rose task for a 	<p>Places pages 87-98</p> <p>Pictures on PP</p> <p>DVD & PP follow up Resources on projects</p> <p>Interactions pages 72-81</p> <p>Japanese Embassy packs (Gr)</p> <p>Manga PP & extracts Howls Moving Castle Spirited Away films</p> <p>Places p98 – 99 Video tapes 16, 29</p>	<p style="text-align: center;">DAY IN LIFE Assess Ment</p> <p style="text-align: center;">END OF YEAR TEST</p>	<p>(N) Labelling & understanding changes in population pyramids over time</p> <p>(L) Researching & designing a Japanese menu, focusing on organisation, clarity & layout</p> <p>(ICT) http://web-japan.org/kidsweb/virtual/house/index.html</p>	<ul style="list-style-type: none"> • Japan wordsearch and vocabulary learning for spelling test • Picture collage & descriptions - Japan • Research the meaning of stereotype • Produce a Japanese menu •

	<p>variety of photographs</p> <ul style="list-style-type: none"> • Japanese manga & anime, use PP & manga examples to gap fill story • Design & label a Japanese home • Produce & decorate a menu for a Japanese meal • Research Japanese lifestyle & culture i.e. Sumo wrestling <i>Strand 5- Linked with Day In Life Assessment, this underpins the unit of work. promoting the completion of independent research throughout to aid with final assessed piece.</i> • 				
<p>Fantastic Places</p> <p>Introduction – what makes a place fantastic.</p> <p>Intro to blog and travel guide</p> <p>Forbidden City</p> <p>Racetrack Playa</p>	<p>Time: 3 weeks (July)</p> <p>Brainstorm ideas. Explore some world examples of fantastic places and explain why they are fantastic.</p> <p>Evaluate examples in groups</p> <p>What, where, who, when, why, how?</p> <p>Card search around the room. Decide their own theory.</p>	<p>Teaching Geography Today website and Projects</p> <p>50 places to see before you die DVD.</p> <p>Online blog examples plus travel guides provided by teachers.</p> <p>National Geographic programme on projects. Google Earth</p> <p>Set of cards. Answer</p>	<p>First blog entry / section of travel guide</p> <p>Second blog entry</p>	<p>Use of vocabulary to describe places. Superlatives.</p> <p>Writing skills between blogs</p>	<p>Students to create a blog or travel guide. This is a running homework which underpins the whole unit.</p>

Deer Cave	Explore Deer Cave. Learn formation.	sheets. Atlas to locate places. Ppt.	/ section of travel guide Third blog entry / section of travel guide	and travel guides. (L)News report from one location using Flip Cameras	
Stonehenge	National disgrace or Fantastic Place?	Notebook (projects). Newspaper extracts about Stonehenge	Fourth blog entry / section of travel guide		
Antarctica	What makes it Fantastic? Students write a film outline set in Antarctica. <i>Strand 4 - Student to focus on a different aspect of each location. Rotate each lesson allowing them to develop their broader geographical understandings.</i>	Ppt		Writing skills for blog and travel guides.	Film poster.