

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: Geography

YEAR: 7

Half Term: 1

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Introduction to Geography	<p>Expected progress: you can Name the three types of Geography and give examples of each one</p> <p>Better than expected progress: you can work out what is happening by effective questioning</p>	<p>Group discussion Reading photographs</p>	<p>Revise for UK knowledge and location test</p>	<p>Teacher assessment</p>
Using an atlas	<p>Expected progress: to use an Atlas to locate places</p> <p>Better than expected progress: to use latitude and longitude to locate places</p>	<p>Look at different types of maps, locate continents Keywords worksheet Mapping countries activity Countries worksheet Locate physical features in atlas Mapping various physical features</p>	<p>What Geography means to me: Pupils have to explain with words and pictures what Geography means to them</p>	<p>Keyword test, self assessment, teacher assessment</p>
Latitude and longitude	<p>Expected progress: to identify the location of the seven continents and four oceans</p> <p>Better than expected progress: when you can describe the continents, oceans and important lines of latitude on a world map</p>	<p>Variety of worksheets, map work using various OS maps, bingo game</p>	<p>worksheet—where I the world can I find—pupils have to locate countries, rivers and mountains found in each continent</p>	<p>Teacher assessment Self assessment</p>
Scale, Direction and location	<p>Expected progress: to be able to use an 8 point compass</p> <p>Better than expected progress: to describe where a place is located in detail using geographical terminology</p>	<p>Variety of worksheets, map work using OS maps</p>	<p>Time zone activity</p>	<p>Teacher assessment</p>

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Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
UK—Where do we live	<p>Expected Progress: Simple awareness of location</p> <p>Better than expected progress: Knowledge of main global location</p>	Worksheet Mapping activity	8 point compass direction activity	Teacher assessment
Map symbols and OS maps	<p>Expected progress: explain why we have map symbols and identify them on a map</p> <p>Better than expected progress: you can use grid references to locate places on an OS map</p>	Map work Bingo game	Design an island	Teacher assessment
Contours	<p>Expected progress: to explain different ways height can be shown on a map</p> <p>Better than expected progress: use spot heights and contour lines to work out the height of a feature on a map</p>	Worksheets Maps PowerPoint	Revise for 2nd of unit test	Teacher assessment

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Half Term: 2

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Introduction to rivers and water cycle	To learn about rivers and to understand where the worlds water supply comes from	Various work sheets, dvd clips, songs and diagrams	Learn the key words	Teacher assessment Self assessment
Oceans and rivers	To learn about the oceans and rivers and to develop skills using statistics and graphs	Maps from memory, graphs and top trumps	Complete top trumps cards	
Features along the long profile of a river	To learn the erosion processes and land formations along the long profile of a river	Group work, various worksheets, diagrams	Either: Make a detailed annotated model in a shoe box of a waterfall Or: Make a detailed annotated model in a shoe box to show the features of a meander bend.	Teacher assessment Self assessment
River processes	To learn the erosion processes and use diagrams to show the formation of landforms	Group discussion, drawing and interpreting diagram		Teacher assessment Self assessment Peer assessment



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Half Term: 2

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Waterfalls	To learn about the formations of waterfalls and how landscapes change over time	Card sort activity, worksheets, DVD clip		Teacher assessment Self assessment
Oxbow lakes	To know how oxbow lakes form	Dvd clip, reading photographs, cutting, sorting and sticking activity, extended writing task	Revise for end of unit test	Teacher assessment Self assessment
Flood plains and levees	Learn the processes and diagrams to show floodplain and levee formation	Map work – diagrams and processes tasks	Revise for end of unit test	Teacher assessment Self assessment Peer assessment

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Half Term: 3

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Human uses of rivers and why people live near them	To understand why rivers are so important to settlements	Worksheets, atlas work, mapping activities, card sort, extended writing task	Revise for African knowledge and location test	Teacher assessment Self assessment
River and coastal flooding - causes	To understand the human and physical causes of flooding	Cut and match activity, group discussion, reading photograph activity	Either: Film a news report of a flood – include interviews with witnesses and rescuers. Save it onto a pen drive so we can watch it in class Or: Write a news report of a flood- explain the causes of the flood and describe the impacts of the flood. Remember to include interviews with witnesses and rescuers.	Teacher assessment Self assessment
River and coastal flooding - effects	To learn about the impacts flooding causes	Mystery, map work – UK rivers, information stations, discussion		Teacher assessment Self assessment Peer assessment

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Half Term: 3

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
River and coastal flooding – management techniques	To learn about how we can prevent flooding and the impacts these measures have on the environment	Matching activity, worksheet, comprehension task, role play		Teacher assessment Self assessment
River and coastal flooding – LEDC case study	To learn about flooding in Bangladesh – positive and negative impacts	News reports, DVD clip, photograph matching activity, thinking hat activity	Revise for end of unit test	Teacher assessment Self assessment
River and coastal flooding – MEDC case study	To learn about recent flooding events in the UK	TV interview, DVD clips, worksheet, information stations	Revise for end of unit test	Teacher assessment Peer assessment

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Half Term: 4

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p>Introduction to global warming</p>	<p>Expected progress: to explain how physical processes and human actions can impact on people and the environment</p> <p>Better than expected progress: when you can give examples of how processes and actions can impact people and the environment</p>	<p>Interpreting photos, mapping activity, information stations, various worksheets</p>	<p>Revise for European knowledge and location test</p>	<p>Teacher assessment Self assessment</p>
<p>How do we increase global warming</p>	<p>Expected Progress: to be able to draw a line graph and identify simple patterns</p> <p>Better than expected progress: to be able to describe and explain the patterns seen in the line graph in detail</p>	<p>Reading photographs, discussion, video clip, living graph</p>	<p>Either:</p> <p>Research what Antarctica is like and look up its geographical features. Then create a detailed brochure explaining to tourists what Antarctica is like</p> <p>Or:</p> <p>Design a leaflet that clearly describes and explains the causes of global warming, the problems this creates and possible solutions to it.</p>	<p>Teacher assessment Self assessment</p>

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Half Term: 4

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p>Effects and solutions to global warming</p>	<p>Expected progress: to be able to categorise the effects of global warming and describe how people interact with the environment</p> <p>Better than expected progress: to be able to give examples of how processes and actions impact on people and environment</p>	<p>Video clip, interpreting photos, flow charts, information stations, card sort, discussion</p>		<p>Teacher assessment Self assessment Peer assessment</p>
<p>Introduction to Antarctica</p>	<p>Expected progress: if I can describe in detail the location of Antarctica and say what a glacier is</p> <p>Better than expected progress: when I can describe in detail, using geographical words the location of Antarctica and use flow charts to explain how glaciers form</p>	<p>Flow charts, map from memory, video clip, matching exercise</p>		<p>Teacher assessment</p>
<p>Climate of Antarctica</p>	<p>Expected progress: to be able to extract information from different sources about places</p> <p>Better than expected progress: to be able to describe and explain simple patterns on graphs and compare sets of data</p>	<p>Living graphs information stations, worksheet</p>		<p>Teacher assessment Self assessment</p>

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Half Term: 4

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p>Adaptations, threats and solutions</p>	<p>Expected progress: to show an awareness of how people and environments interact by using information from a range of sources</p> <p>Better than expected progress: to give examples of how animals have adapted to live in Antarctica and can draw simple conclusions and justify your reasons</p>	<p>BBC news clips, information stations, group work, card sort</p>		<p>Teacher assessment Self assessment Peer assessment</p>
<p>Tourism in Antarctica</p>	<p>Expected progress: you can describe and explain the problems tourism in Antarctica is causing</p> <p>Better than expected progress: when you can discuss how it is coping with an increased number of tourists</p>	<p>Categorising, collecting information, using sources, questions, video clips</p>	<p>Revise for end of unit test</p>	<p>Teacher assessment Self assessment Peer assessment</p>
<p>March of the Penguins</p>	<p>Expected progress: you can describe the film and justify your opinions about it</p> <p>Better than expected progress: you can describe the film, justify your opinions and give your recommendations about it</p>	<p>DVD, writing to inform piece of work</p>		<p>Teacher assessment Self assessment Peer assessment</p>

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Half Term: 5

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p>Svalbard</p>	<p>Expected progress: you can describe the location of Svalbard and describe some geographical features</p> <p>Better than expected progress: you can describe the location of Svalbard and explain the geographical features of Svalbard in detail</p>	<p>Mapping activity, reading photographs, DVD clip, make a factfile/poster, design a building</p>	<p>Revise for America's knowledge and location test</p>	<p>Teacher assessment Peer assessment Self assessment</p>
<p>A day at the Racetrack</p>	<p>Expected progress: to describe in detail the location of the Racetrack Playa and investigate processes responsible for the sliding rocks</p> <p>Better than expected progress: to evaluate the different suggested hypothesis for the sliding rocks</p>	<p>Mystery – card sort, mapping activity, dvd clip, presentation</p>	<p>Either:</p> <p>Research and create an information poster about Dubai, include maps, information about its physical and human features, its climate and what it is like</p> <p>Or:</p> <p>Make a film that educates people about the threats to coral reefs and describe ways in which we can minimise these threats</p>	<p>Teacher assessment Peer assessment</p>

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Half Term: 5

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Rainforests of the sea	<p>Expected progress: you can describe what Coral Reefs are like and list some threats to Coral Reefs</p> <p>Better than expected progress: you can explain in detail what the threats are to coral reefs</p>	DVD clip, true/false activity, poster activity, news broadcast presentation work		Teacher assessment Peer assessment
Xeriscaping	<p>Expected progress: explain why Las Vegas has water issues</p> <p>Better than expected progress: suggest ways of conserving water and how to use water sustainably</p>	Diamond nine, reading photographs, use of newspaper articles, news clip, leaflet activity		Teacher assessment Peer assessment
Building the Impossible city	<p>Expected progress: to locate Dubai and describe what its human and physical features are like</p> <p>Better than expected progress: explain why so many migrant workers go there and you can explain the problems they face</p>	‘By Numbers’ activity, mystery card sort, Diamond nine activity, DVD clip – rotating buildings, design sustainable building, group presentation		Teacher assessment
A sustainable future for Dubai	<p>Expected progress: explain what sustainable means and describe ways of making a building sustainable</p> <p>Better than expected progress: when you can evaluate your designs and make improvements</p>	DVD clip, diamond 9, design sustainable buildings		Teacher assessment Peer assessment Self assessment

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<p>Forbidden Places—the Chernobyl Disaster</p>	<p>Expected progress: describe the location of Pripyat and explain why it is abandoned</p> <p>Better than expected progress: describe the short term and long term effects of the disaster and suggest why places might be forbidden and explain why people have returned to Pripyat</p>	<p>Fact finding mission, DVD clip, group presentations, card sort, Google Earth, map activity</p>		<p>Peer assessment</p>
<p>The Red Centre</p>	<p>Expected progress: to locate and describe where the Red Centre is and explain why the Red Centre is such a significant location for the aborigines</p> <p>Better than expected progress: you can give your views, in written form, to whether people should climb Uluru and justify why you have such opinion</p>	<p>Mapping exercise, taboo, card sort activity, extended writing task, DVD clip</p>	<p>Revise for end of unit test</p>	<p>Teacher assessment Peer assessment</p>
<p>Qatar</p>	<p>Expected progress: to decide if Qatar is a sustainable place to hold the football World Cup in 2022 and the problems and opportunities might there be</p> <p>Better than expected progress: To evaluate different aspects of Qatar regarding it's suitability to hold a major sporting event and give an informed opinion whether FIFA was right to award Qatar the 2022 World Cup</p>	<p>Mapping activity, reading photographs, DVD clip, postcard activity, reading graphs</p>	<p>Revise for end of unit test</p>	<p>Teacher assessment</p>



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Thailand	<p>Expected progress: to describe the location of Thailand on a global scale and locate a number of cities/rivers/landmarks in Thailand</p> <p>Better than expected progress: justify reasons why people want to go to Thailand on holiday</p>	Locating places, reading photos, Venn Diagrams, compare Burnley to Thailand	Revise for end of unit test	Teacher assessment Peer assessment Self assessment



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Half Term: 6

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
			Revise for World knowledge and location test	Teacher assessment Peer assessment Self assessment
			Either: Research and create a detailed tourist brochure for a fantastic place of your choice Or: Make a detailed model in a show box to show how a sea stack forms	Teacher assessment
Caves, crags and cannibals	To understand how Cheddar Gorge was formed and to learn about some of the potential conflicts between different users of the limestone landscape and how these might be resolved	5 W's worksheet, animation activity, cut, match and stick activity, group discussion, just a minute, conflict matrix, reading photographs, create a code of conduct	Revise for end of unit test	Teacher assessment
Tourism in Thailand	To recognise key features of Thailand and why it is popular tourist destination	Mapping activity, reading photographs, dvd clip, postcard activity, reading graphs	Revise for end of unit test	Teacher assessment