|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT:** | **Geography** | **YEAR GROUP:** | **7** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | **Topic** | **Content Outline** | **Learning Outcomes** |
| Term 1 | Maps | * Give three examples of natural processes that changed Earth, and three examples of changes brought about by humans * Give examples of students own connections at local, national, and international level * Explain what the scale on a map tells us: draw lines, using a scale; work out actual length given a line and a scale * Explain what grid references are; | * Name physical, human, and environmental geography as three strands of geography. * Students can say how they can improve various types of maps * can explain the to find a Six Figure Grid Reference on a map |
| Term 2 | Rivers | * What is a River? * Where does the river Thames rise? * How do rivers shape land? * Identify and name some settlements (cities, towns, villages) on the river Thames * Understand the main components of water cycle including evaporation, condensation, and precipitation * Explain the importance of water cycle * Identify sources of water and how do they interact with the environment * River’s long profile * Understanding different parts of river * The river channel- Identifying the river’s channel in cross-section * Understanding the river processes * Understanding how river changes the land it flows. * Identifying the long profile and cross section * Understanding the five landforms created by river * Drawing diagrams showing different landforms created by river * Our wonderful rivers- it’s uses * Our water supplies * What are floods and what causes them * Factors that contribute to flooding * Flooding on the River Thames | Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches, and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. |
| Term 3 | Glaciers | * Describe what Britain was like 20,000 years ago during the Ice Age * Explain what an ice age is; state when the last ice age started and ended, and how long it lasted * Define a glacier, and describe how they are formed * Explain why glaciers flow, and where they flow to * Explain the difference between an ice sheet and a mountain glacier * Give examples of where glaciers are found on the Earth today * Describe the processes of erosion, transport, and deposition by glaciers * Explain what freeze thaw weathering is, and how it affects erosion * Describe the overall impact of glaciation on a mountain landscape * Name and describe these and how they are formed: corries, aretes, pyramidal peaks, U-shaped valleys, ribbon lakes, hanging valleys, moraines, and drumlins * Explain where erratics come from * Describe the overall impact of glaciation on a mountain landscape * Name and describe these and how they are formed: corries, aretes, pyramidal peaks, U-shaped valleys, ribbon lakes, hanging valleys * Describe how moraines and drumlins are formed * Identify U-shaped valleys, ribbon lakes, misfit rivers, corries, and tarns on an OS map | Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. |