

# Year 7 – GEOGRAPHY Programme of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Our Island Home, including Map Skills</b></p> <p><b>Key content</b> Continents and Oceans; British Isles; British cities; physical landscapes of the UK .</p> <p><b>Skills</b> Latitude and longitude; grid references; direction; measuring distance; scale; Ordnance Survey maps.</p> <p><b><u>Milestone Assessment:</u></b> <i>Our Island Home assessment – Knowledge and skills assessment.</i></p>	<p><b>Fantastic Places</b></p> <p><b>Key content</b> A selection of fantastic places from each continent, representing human, physical and environmental geographies:</p> <ul style="list-style-type: none"> <li>- <b>Oceania:</b> Great Barrier Reef &amp; Coral Bleaching;</li> <li>- <b>Europe:</b> Iceland &amp; glaciers;</li> <li>- <b>Antarctica:</b> What is Antarctica like? The impact of tourism;</li> <li>- <b>North America:</b> Western Deserts;</li> <li>- <b>South America:</b> Andes Mountains &amp; Machu Pichu;</li> <li>- <b>Asia:</b> Mount Everest&amp; impact of tourism;</li> <li>- <b>Africa:</b> Seven natural wonders &amp; formation of waterfalls.</li> </ul> <p><b>Skills</b> – Longitude and latitudes; cross sections; flow line maps.</p> <p><b><u>Milestone Assessment:</u></b> <i>Knowledge organiser to summarise knowledge and skills; explain which is the most fantastic place and why.</i></p>	<p><b>Spoiling our Space</b></p> <p><b>Key content</b> Exploration of environmental issues at a global, national and local scale</p> <ul style="list-style-type: none"> <li>▪ <b>Global</b> – <i>Global issues and Sustainable Development Goals</i></li> <li>▪ <b>National</b> – <i>Water resources in the UK</i></li> <li>▪ <b>Local</b> – <i>Is Sawston Village College environmentally friendly? Environmental review of SVC and creation of environment action plans.</i></li> </ul> <p><b><u>Milestone Assessment:</u></b> <i>Decision making exercise, focussed on an environmental issue.</i></p>		<p><b>Infiltration, including Fieldwork</b></p> <p><b>Key content</b> The water cycle; causes and effects of flooding (Somerset 2014); infiltration</p> <p><b>Skills</b> Data collection, data presentation (graphs), fieldwork</p> <p><b><u>Milestone Assessment:</u></b> <i>Hypothesis: Infiltration rates on all surfaces of the school are the same.</i> <i>Pupils conduct fieldwork on the school site, collecting data about how quickly water soaks through different surfaces on the school site. Pupils plan their methodology, collect and present data. They make conclusions and evaluate their fieldwork. In the assessment, pupils complete 3 questions reflecting on their fieldwork and conclusions.</i></p>	