

Geography – Year 7

	Learning Episode	Learning outcomes	Case Studies/ Skills/ Resources/ Text references
Term 1 & 2	UK Physical Geography	LO: To understand how a river changes from source to mouth in terms of processes, features, characteristics and land use.	The source to mouth of the River Severn https://www.youtube.com/watch?v=M48ANM3hAO&t=429s
	E1: How does the River Severn change along its course?	<p>Three courses of a river – long and cross profiles</p> <p>River features – formation of waterfalls and meanders</p> <p>River processes + landforms</p> <p>Understanding that land-use changes in each course and why this is.</p> <p>Applying knowledge of rivers towards the local case study: River Nene</p>	<p>River Journey - https://www.youtube.com/watch?v=vsXKvlyfNFk</p> <p>Skills:</p> <p>Contrasting river landscapes: mountainous area, middle course and river estuary/mouth</p> <p>Understanding key fluvial processes.</p> <p>Using knowledge to make conclusions about the local physical environment</p>
	UK Physical Geography	<p>LO: To understand how to use maps including grid references, compass directions and scale.</p> <p>Why are maps important?</p>	<p>Finding the source of the River Nene https://www.youtube.com/watch?v=L6jCw3ZMsUw</p>

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E2: Maps and the River Nene	<p>Introduction to basic grid references (4 and 6 figure)</p> <p>Compass directions + understanding direction</p> <p>Map symbols + practise with O.S maps</p> <p>Understanding scale</p>	<p>Google maps + Nene Drainage basin analysis</p> <p>Skills:</p> <p>Compare and contrast upland area (eg. Lake District, Scottish Highlands) and local area</p> <p>Reading OS maps</p> <p>Atlas skills</p> <p>Interpreting political, relief, weather and choropleth maps</p>
<p>UK Physical Geography</p> <p>E3: UK Ecosystems and wildlife conservation</p>	<p>LO: To understand the characteristics of a country park in terms of ecosystems, biodiversity and uses.</p> <p>What are country parks? How are they different to National Parks?</p> <p>Benefits of country + national parks in the UK.</p> <p>Ecology and ecosystems – biodiversity of flora and fauna. Food chains and food webs, biotic and abiotic factors.</p> <p>Human impacts towards wildlife + ecology.</p>	<p>Irchester country park</p> <p>https://www.youtube.com/watch?v=M5pvSVpzz_s&t=201s</p> <p>What is a national park and how are these different?</p> <p>https://www.youtube.com/watch?v=kND8mpkwy7s</p> <p>https://naturenet.net/status/cpark.html</p> <p>Irchester Country Park</p>

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		<p>Skills:</p> <p>Interpreting food webs and impacts of small changes in each trophic level</p> <p>Links to science – food webs, photosynthesis</p>
<p>UK Physical Geography</p> <p>E4: Environmental Stewardship – Local, national, global</p>	<p>LO: To understand the importance of environmental protection and the impacts of human factors on our environment.</p> <p>Local environmental projects – Rushden Lakes development + Nene Wetlands wildlife protection</p> <p>National efforts to reduce climate change – Clean energy, national parks and conservation.</p> <p>Global climate change efforts – Paris agreement, reducing deforestation in the Amazon, tree planting (afforestation).</p>	<p>How to save our planet (WWF)</p> <p>https://www.youtube.com/watch?v=0Puv0Pss33M</p> <p>Greta Thunberg -Protect the planet</p> <p>https://www.youtube.com/watch?v=-Q0xUXo2zEY</p> <p>Skills:</p> <p>Appreciating that protecting our planet can exist on a local, national and a global scale.</p> <p>Summarising ways to protect the planet.</p>

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Term 3 & 4	Weather and Climate E1: What's the difference between weather and climate?	Key concepts / Students are expected to be able to: Describe the difference between weather and climate. Explain the characteristics of at least two different types of climates. Suggest why the weather in the north of the UK is colder than in the south. Analyse different global climates using key geographical terminology.	https://www.youtube.com/watch?v=6Aigcv7UnTU – The difference between weather and climate
	Weather and Climate E2: Is it always rainy in the UK?	Key concepts / Students are expected to be able to: Identify the different types of weather experienced in the UK. Describe different factors that affect the UK's climate. Explain different factors that affect the UK's climate. begin to consider what types of severe weather we experience in the UK.	https://www.youtube.com/watch?v=PEddNAMvCig&t=9s Why does the UK get so much rain?

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Weather and Climate	Key concepts / Students are expected to be able to:	https://www.youtube.com/watch?v=1ltM3GYNmtQ
E3: How is the World's climate changing?	<p>Identify reasons for climate change around the World.</p> <p>Describe a range of factors that affect climate change.</p> <p>Explain using examples why climate change is happening including pollution.</p> <p>Apply knowledge of how climate change may change the World's future.</p>	The battle of the weather fronts
Weather and Climate	Key concepts / Students are expected to be able to:	https://www.youtube.com/watch?v=rhVEk9M_vqI Enhanced greenhouse effect
E4: How are humans causing the enhanced Greenhouse Effect?	<p>Identify what the greenhouse effect is.</p> <p>Describe how the greenhouse effect is changing the World.</p> <p>Explain how humans are enhancing the greenhouse effect.</p>	

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	Suggest the impact that the enhanced greenhouse effect will have on the future of the World.	
<p>Weather and Climate</p> <p>E5: How is global warming accelerating?</p>	<p>Key concepts / Students are expected to be able to:</p> <p>Describe what the albedo effect is.</p> <p>Explain how the albedo effect accelerates global warming.</p> <p>Assess the potential impacts of permafrost melting.</p> <p>Evaluate reasons for people wanting to the world's reduce fossil fuel usage.</p>	<p>https://www.youtube.com/watch?v=lxixylu8GjY</p> <p>Permafrost – What is it?</p> <p>Before the flood documentary</p>
<p>Term 5 & 6</p> <p>Local Human Geography</p> <p>E1: Rushden, the UK and me</p>	<p>LO: To develop a sense of place within Rushden and the UK as a whole.</p> <p>Key Concepts / Students are expected to be able to:</p> <p>Describe the population structure of Rushden.</p> <p>Compare population statistics between Rushden and contrasting places (London, Cambridge etc).</p>	<p>Skills:</p> <p>Analysing photo's over time.</p> <p>O.S maps (Old and new) – Bing maps</p> <p>https://www.tripadvisor.co.uk/Attractions-g504027-Activities-Rushden Northamptonshire England.html</p>

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<p>Local Human Geography</p> <p>E2: Introduction to population in Rushden</p>	<p>LO: To understand how Rushden's population and demography has changed over time.</p> <p>Key Concepts / Students are expected to be able to:</p> <p>Understand the demographic structure of the town in which they live.</p> <p>Explain how Rushden's character is influenced by its' Geography.</p>	<p>Skills:</p> <p>Numerical skills</p> <p>Statistics + Evaluation.</p> <p>https://www.youtube.com/watch?v=GnX0AXuxRd0</p>
<p>Local Human Geography</p> <p>E3: Job sectors and industry in Rushden</p>	<p>LO: To understand which job sectors are prevalent in Rushden and why this is.</p> <p>Key Concepts / Students are expected to be able to:</p> <p>Describe the different job sectors of the UK.</p> <p>Summarise the reasons why Rushden is home to primarily Secondary + tertiary sector jobs.</p> <p>Assess how Rushden could change in the future and why.</p>	<p>Skills:</p> <p>Reading and describing pie-charts.</p> <p>Percentages and data analysis.</p> <p>Virtual fieldwork opportunity - Estimation of land-use % – Using google maps</p>

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<p>Local Human Geography</p> <p>E4: Local Fieldwork skills – Collection, presentation and analysis</p>	<p>LO: To understand how to collect, present and analyse basic data relating to the local area.</p> <p>Key Concepts / Students are expected to be able to:</p> <p>Describe different surveys used to gather information about local geography.</p> <p>Collect basic data from the local environment and to be able to present this using a bar-graph.</p> <p>Analyse results and present findings to the group.</p>	<p>Skills:</p> <p>Collecting, presenting and analysing basic data.</p> <p>Delivering a presentation to the group.</p> <p>Forming debates and basic arguments based on findings.</p> <p>Possible surveys to undertake:</p> <p>Land use survey</p> <p>Traffic count</p> <p>Questionnaires</p> <p>Species count / Quadrat samples</p>
<p>Local Human Geography</p> <p>E5: Winners and losers of the Rushden Lakes development</p>	<p>LO: To be able to evaluate the success of Rushden Lakes</p> <p>Key Concepts / Students are expected to be able to:</p> <p>Consider the opinions of a wide range of different members of society.</p> <p>Describe and explain the emergence of Rushden Lakes.</p>	<p>Skills:</p> <p>Conflict matrix + issue evaluation</p> <p>Statistical skills</p> <p>https://www.youtube.com/watch?v=AEBkI6SxHM4</p> <p>Comparing different regeneration projects.</p> <p>Debating success and social impacts.</p>

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	Summarise the advantages and disadvantages of the development.	