

Year 7 Autumn Term 1 & 2 Geography

Year 7	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)
Weeks 1 & 2	An investigation into how accurate maps can still lie to us. What does Geography mean today? (1-5 in booklet)	Why is latitude important for Geographers? How do we measure latitude? How does understanding latitude help us investigate changing temperatures? (6-11 in booklet)	What are the main geographical features in the world? How does that link to the 7 wonders of the world? Why did early atlases create misconceptions? (12-16 in booklet)
Weeks 3 & 4	Understanding why the UK has seasons, but other countries may not. How does understanding the earth's orbit help us explain seasons? (17-20 in booklet)	What do we mean by the circumference of the earth? How did Eratosthenes calculate the circumference of the earth? Why is this useful for geographers? (21-24 in the booklet)	What are the main continents of the world? Have they always looked this way? How has the earth changed over geological history?
Weeks 5 & 6	Where does the UK fit into the world map? What do we mean by the United Kingdom? What are the physical changes that are evident across the UK?	What do we mean by human geography? What are the main human characteristics of the UK? How has the population of the UK changed over time?	Where is Yorkshire within the UK? Why do we have the white rose as our symbol? Why is Yorkshire such a great place to live?

Weeks 7 & 8	<p>What are the origins of Keighley?  Why was it such an important settlement during the industrial revolution?  Why did the site and situation of Keighley help it grow?</p>	<p>How do people perceive Keighley?  Why might different people perceive Keighley in different ways?  How can Keighley be represented in both formal and informal ways?  <b>(Fieldwork)</b></p>	<p>How can we improve our local area to school?  How can we make sure this change is sustainable?  <b>(Fieldwork)</b></p>
Weeks 9 & 10	<ul style="list-style-type: none"> <li>• To understand the characteristics of rocks.</li> <li>• To complete a practical investigation into rocks and their differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to Cliffe Castle rock displays to help understand the rocks of our local area.</li> <li>• What can the rocks of our local area tell us about past environments and processes?</li> </ul>	<ul style="list-style-type: none"> <li>• What do we mean by the rock cycle?</li> <li>• What processes are important in the rock cycle?</li> </ul>
Weeks 11 & 12	<ul style="list-style-type: none"> <li>• How do tectonic processes start the rock cycle?</li> <li>• What happens when a volcano erupts?</li> <li>• Why are volcanoes so different to each other?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do volcanoes occur in certain areas?</li> <li>• How is that linked to tectonic theory?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we know that there are plates and margins?</li> <li>• How has Geographers understanding of the process changed over time?</li> </ul>

Weeks 13 & 14	<ul style="list-style-type: none"><li>• What are the main processes that happen at different plate margins?</li><li>• Why do volcanoes sometimes occur intra plate?</li></ul>	<ul style="list-style-type: none"><li>• What are the main hazards that are created by volcanic activity?</li><li>• Why are some volcanoes more deadly than others?</li></ul>	<ul style="list-style-type: none"><li>• What are the landscapes of volcanic areas?</li><li>• How has Iceland landscape been determined by volcanic activity?</li></ul>
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