Year 7 Geography Medium Term Plan
Autumn Term

Learning Overview (Contents)	**Key Content:** • Understanding the concept of place, including the physical and human features that define different regions. • Studying global continents, oceans, and key geographical features such as mountains, rivers, and deserts. • Learning how to use maps, atlases, and grid references to locate and describe places. • Exploring the UK's landscape through topics such as relief, height, and key physical features. • Investigating weather and climate, including the water cycle and types of rainfall. • Examining biomes and ecosystems, with a focus on rainforest environments and animal adaptations. • Studying human geography through themes like settlement patterns, trade routes (e.g. Silk Road), and land use. • Applying geographical enquiry through case studies, such as natural hazards (e.g. floods or earthquakes). **Geographical Skills:** • Reading and interpreting a range of maps, graphs, and diagrams. • Using four- and six-figure grid references to describe locations accurately. • Describing geographical patterns and processes at local and global scales. • Investigating how humans interact with and affect the physical environment. • Asking meaningful geographical questions and drawing conclusions using evidence. **Curriculum Focus:** • Building foundational knowledge of physical and human geography. • Developing core skills in map work and spatial awareness. • Understanding how geographical processes shape environments and lives. **Wider Learning:** • Links to history (settlement, trade, and migration). • Promotion of numeracy and analytical skills through data use. • Encouragement of environmental awareness and global citizenship. • Opportunities for group investigations and enquiry-based learning. ***Note: As each week of study contained 2 lessons, there will be two lesson objectives (LO) per week.***
Assessment Opportunities	**Assessment Opportunities:** **1. Baseline Assessment:** • Simple map skills task at the start of the year (e.g. locating continents, using compass directions).

	• Assesses prior knowledge and provides a starting point for progress tracking. **2. Map and Grid Reference Task:** • Assessment of four- and six-figure grid reference skills using a custom or OS-style map. • Opportunity to include direction, scale, and symbol work. **3. Climate and Weather Report:** • Students explain types of rainfall and draw a labelled diagram of the water cycle. • Extended writing task assessing understanding and explanation of physical processes. **4. Biome/Ecosystem Case Study:** • Research and presentation (written or oral) on a specific biome (e.g. rainforest or tundra). • Assesses vocabulary, understanding of adaptations, and independent enquiry. **5. Human Geography Investigation:** • Short written explanation of how trade routes or settlements were influenced by geography. • Could be linked to a cross-curricular Silk Road activity. **6. End-of-Term or End-of-Year Test:** • Mix of multiple-choice, short-answer, and extended response questions. • Covers content knowledge, map skills, vocabulary, and explanation of geographical processes. **7. Fieldwork or Virtual Fieldwork Task (if available):** • Observation and data recording from the local area or a virtual environment. • Focuses on enquiry, evidence collection, and basic geographical conclusions.
Textbooks Published Lesson Resources	Please include ISBN numbers of all published textbooks and other published resources if available

Home Learning Resources	Specific Links to Oak Academy Lessons
Knowledge organisers	Link to knowledge Organisers

Week Number	Learning Overview / objective (outlined above)	What should pupils know, understand and be able to do by the end of the week? (Use clear Success criteria)
1	To understand the different types of maps and their uses. Use world maps, atlases and globes to identify countries, continents and oceans studied at this level.	**Students should:** • Know the names and purposes of different types of maps (e.g. physical, political, thematic, topographic). • Understand how maps, atlases, and globes show different information and why each is useful.

		• Be able to identify and locate major continents, oceans, and key countries on a world map. • Be able to use an atlas index and contents page to find specific places efficiently. • Be able to describe the difference between a map and a globe, and when each is most effective to use. • Use geographical vocabulary such as *continent*, *equator*, *scale*, *legend*, and *hemisphere* accurately.
2	To understand the importance of mapping as a navigation tool (past) and development aid (present). To discuss the main types of map (political, physical, thematic, topographical, road map, topological and navigation) and explain what their characteristic are.	• Know that maps have been used throughout history for exploration, trade, and travel. • Understand how maps are still important today for planning, development, and global decision-making. • Be able to explain the purpose of key types of maps: political, physical, thematic, topographical, road, topological, and navigation. • Be able to describe the features of each map type (e.g. colours on a physical map, contour lines on a topographical map). • Compare how different types of maps are used in real-life situations, both in the past and present. • Use examples to justify why a particular map type is most suitable for a specific task (e.g. a road map for a journey, a thematic map for climate data). • Use correct geographical terminology when discussing maps and their uses.
3	To recognise the purpose of a compass. To identify the eight points of the compass. To use the points of the compass to provide directions. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to	• Know what a compass is and explain its purpose in navigation. • Identify and correctly name the eight points of the compass (N, NE, E, SE, S, SW, W, NW). • Use the four main compass directions (North, South, East, West) to describe routes and locations. • Use directional language such as *left*, *right*, *near*, *far*, *next to*, and *between* to give clear descriptions of where features are on a map. • Give and follow directions using compass points accurately.

	describe the location of features and routes on a map To recognise symbols on an OS map.	• Recognise common symbols on an Ordnance Survey (OS) map (e.g. church, campsite, railway, road, river). • Use a key to interpret the meaning of OS map symbols correctly.
4	To Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols.	• Recognise the difference between an aerial photograph and a map or plan view. • Identify key physical features (e.g. rivers, hills, forests) and human features (e.g. buildings, roads, bridges) from an aerial photograph. • Use aerial photographs to describe what a place looks like from above. • Create a simple sketch or plan map based on an aerial photograph or observation. • Use and construct basic map symbols (e.g. trees, houses, schools) to represent features. • Include a key to explain the meaning of symbols on a map they have drawn.
5	To Identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure and six-figure references and OS Maps	• Identify and locate countries, cities, and physical features using a globe, atlas, and a variety of maps. • Use map indexes and contents pages in an atlas to find locations efficiently. • Read and use four-figure grid references to locate places and features on a map. • Use six-figure grid references to pinpoint exact locations on an OS map. • Recognise and interpret symbols and scale on an Ordnance Survey (OS) map. • Use coordinates and grid references accurately to describe the location of places and environments. • Understand how different maps can be used to locate and describe a place (e.g. road map vs OS map).
6	To consider the different methods used to show height on a map. To interpret contour lines to show the height of the land.	• Identify different methods used to show height on a map, such as contour lines, spot heights, and colour shading (layer colouring). • Explain what contour lines are and how they represent changes in elevation. • Use contour lines to determine the height of specific points on a map.

	To interpret contour patterns to show the shape of the land.	• Interpret contour spacing to describe the steepness of the land (e.g. closely spaced = steep, widely spaced = gentle slope). • Recognise contour patterns that indicate different landforms, such as hills, valleys, ridges, and plateaus. • Use maps with contour lines to describe the shape and height of the land in simple terms.
7	Mid Unit Assessment (Formative)	•
8	HALF TERM	
9	To Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	• Locate Europe, North America, South America, and Russia accurately on a world map. • Identify and name a range of countries within these continents, including their capital cities and major urban areas. • Use maps and atlases to locate key physical features such as mountain ranges, rivers, and environmental regions (e.g. rainforest, tundra, desert). • Describe human characteristics such as population centres, major cities, and land use. • Compare environmental regions across different continents (e.g. Amazon Rainforest vs Russian tundra). • Use appropriate geographical vocabulary to describe the location and features of countries and regions. • Use maps to explain patterns of physical and human geography in selected countries.
10	To accurately record measurements from a map. To plot data onto a graph to create a cross-section. To interpret a cross-section and identify topographic features. To draw a cross-section from a topographic map.	• Accurately measure distances and heights from a topographic map using the map scale and contour lines. • Record measurement data clearly and systematically in preparation for graphing. • Plot data onto a graph to create a cross-section, showing changes in elevation across a transect. • Interpret the shape of the land shown in a cross-section (e.g. hill, valley, plateau) and match it to topographic map features. • Identify topographic features from both contour patterns and cross-section diagrams.

		• Draw a clear and accurate cross-section from a topographic map using contour intervals. • Use appropriate labels, units, and scales when creating and interpreting cross-sections.
11	To select an appropriate design that shows various types of relief. To sketch a plan of the model in 2D, showing all contour lines. To choose appropriate materials and tools to create the model. To neatly layer the model to reflect the relief chosen. To add appropriate colour and labels to the model. To present the model to the class confidently.	• Select a suitable type of landform or relief (e.g. hill, valley, plateau, mountain range) to model based on clear contour patterns. • Sketch a 2D plan that includes accurately spaced and labelled contour lines to guide model construction. • Choose appropriate materials (e.g. cardboard, foam, clay) and tools that allow for precise layering and shaping. • Construct the model in clear layers that accurately represent the contour intervals and overall shape of the relief. • Add colour that reflects the physical geography (e.g. green for lowlands, brown for highlands) and include accurate labels for key features. • Present the model clearly and confidently to the class, explaining the features, how it was built, and what it represents.
12	Use maps, imagery and ICT to find and present locational information, e.g. draw sketch maps using symbols and keys. Interpret maps, and photographs including oblique, aerial and satellite images	• Use digital tools (e.g. Google Earth, online atlases, or GIS software) to find and present locational information about places. • Draw clear sketch maps that include key features, accurate layout, appropriate symbols, and a key. • Use map symbols correctly and include a simple compass rose and scale where appropriate. • Interpret and describe information from different types of images, including oblique, aerial, and satellite photographs. • Identify and describe physical and human features shown in maps and photographs. • Compare the same location using different types of imagery (e.g. aerial vs. satellite) and explain what each reveals. • Use accurate geographical language when describing locations and features.

13	To read and interpret maps and data and use basic cartography principles to create maps that can be used in reports and presentations.	• Accurately read and interpret a range of maps and data, including symbols, scale, and direction. • Identify and explain patterns or information shown on maps (e.g. population distribution, land use, relief). • Use basic cartographic principles such as title, orientation (north arrow), scale, symbols, and key when creating their own maps. • Create neat and accurate maps that clearly represent the information intended for a report or presentation. • Choose appropriate types of maps (e.g. thematic, sketch, or topographical) to suit the purpose of their task. • Present maps in a way that supports written or spoken explanations in a report or class presentation. • Use digital tools or hand-drawing techniques with care and accuracy to enhance clarity and professionalism.
14	End of Unit Assessment	**Summative Assessment Opportunities** **Swap week 13 with 14**