


Subject: Geography

Medium Term Plan Year 7 - Introducing Geography + Weather SOW

Unit planning and evaluation sheet:

2025/2026

Year group	Subject: Introducing Geography
Prior learning- linked to National curriculum	Links to the KS3 National Curriculum: Geography Key Stage 3 [at April 2007] states that, “the curriculum aims can be interpreted onto fieldwork that should be enjoyable ... show a sense of achievement ...allow individuals to create a sense of responsibility towards people and the world around them.” To plan geographical enquiries, suggesting appropriate sequences of investigation (i.e. to plan and carry out research, appreciating the consequences of decisions)
Covid gaps	Students might have been affected during Year 3 / 4/ 5 but impact should have been minimal
Rationale	Prior Learning: Students will have joined PCS with a varied experience of Geography.KS2 content cannot be taken for granted and the basics have to be revisited Why Now?: This module will give students a fundamental understanding of what Geography is and how it is studied at a range of scales. Students will be introduced to GIS and importantly shown how data presentation techniques can be used . Students do have some fundamental understanding of the world they live in and the interaction with it
Vocabulary:	Keywords : Students will be given Tier 2 words and will learn an array of new Geographical terms and vocabulary Key Command words : Describe, Analyse, Compare ect.
Cultural Capital:	Students need to be made aware of the link between the different types of Geography. They need to start developing an awareness that one cannot exist without the other. From day one students need to be made aware that sustainability is a key word in Geography
SEND	 Introducing SENDsational 6
Key assessments- name the assessments	New Baseline Assessment : End of Unit Assessment / Short Quizes
What do children know/ can do now (EDSM)	Students should be able to distinguish between the three different types of geography and how they are linked together. Students should also challenge the narrative that economic growth and wealth does not have to come at the expense of the enviroment : Sustainability Students will also learn some of the fundamental building blocks of weather
What amendments are you going to make following evaluation of this module?	<i>Introduction of research methodology . The lessons are new and fresh and teaching them in the allocated time of 1 hour will be testing. Adjustments will be made on an ongoing basis</i>

2025/26

Year 7 Unit 1	Title: Introducing Geography	
Why are you teaching it? What do they need to know? Misconceptions?	<p>Links to the KS3 National Curriculum: Geography Key Stage 3 [at April 2007] states that, “the curriculum aims can be interpreted onto fieldwork that should be enjoyable ... show a sense of achievement ...allow individuals to create a sense of responsibility towards people and the world around them.”</p> <p>To plan geographical enquiries, suggesting appropriate sequences of investigation (i.e. to plan and carry out research, appreciating the consequences of decisions)</p> <p>Misconceptions: Students confuse countries and continents (eg often referring to Africa as a country) and cannot identify the difference between the UK, British Isles and Great Britain.</p>	
Why are you teaching it now? What prior learning do students have?	<p>Prior Learning: Students will have joined PCS with a varied experience of Geography.KS2 content cannot be taken for granted and the basics have to be revisited</p> <p>Why Now?: This module will give students a fundamental understanding of what Geography is and how it is studied at a range of scales. Students will be introduced to GIS and importantly shown how data presentation techniques can be used . Students do have some fundamental understanding of the world they live in and the interaction with it . Key foundation of concepts should be installed like the building blocks of weather and climate</p>	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	Oracy	Confidently be able to discuss the location of key physical and human geographical features. Students should be spatially aware of their own location and be able to describe it
	Literacy + Geo Literacy	Define new key words such as ‘country’, ‘continent’, ‘rivers’, GIS and ‘environment’. Be able to start interpreting data and data presentation
	SEND	A separate set of lessons developed by the department runs in conjunction with the main SOW. Pathways are made clear for each lesson and differentiated resources provided for our SEND students to access all lessons. Practical approach and the introduction of new content but inline with the expectations of other students
As a result of assessment what % of students can achieve these focus skills.	Our aim is that all students have an understanding of the Key concepts in this unit	
What amendments are you going to make following evaluation of this module?	<ul style="list-style-type: none"> - Evaluate the on-site fieldwork. Assessment for this topic can be a write-up of this study using computer rooms and potential for GIS skills. Try to find a map of the school that contains the field and courts etc. - Change the capital cities on the test, use ones that have come up within the Atlas Challenge perhaps or focus on important ones from throughout KS3 and KS4 geography. <p>Add Frayer model task to model one for key term continent.</p>	

Year 7 Introducing Geography and Weather	Content	Student Activities	Key Objective
Lesson 1 What is Geography ?	Different examples of Human and Physical Geography	Classifying	The difference between Human and Physical Geography
Lesson 2 The Geography of my life	Straight forward lesson : Relating Geography to students everyday lifes	P and S game Using Geographical words to describe yourself	How Geography relates to students everyday lifes
Lesson 3 Continents and Oceans	Fun Lesson / Basic facts about each continent	Jigsaw puzzle	Students need to be able to identify Continents and Oceans
Lesson 4 Baseline Assessment	Baseline Assessment to determine what content has been taught in KS2	Complete Assessment	To determine what Geography content has been retained from KS2
Lesson 5 R2F + Geography of the UK	Assessment + factsheet of UK facts	Students respond to their assessments + They also need to take factsheet home and learn about the UK	To install basic knowledge of the UK
Lesson 6 The Geography of the UK	Main Geographical and human features of the UK	Students complete a base map of the Uk	Students learn about the basic knowledge of the UK
Lesson 7 + 8 Introduction to fieldwork	Students do a mini research project around the school/ Introduced to the key research steps	Students do a version of research, data collection	Key Research Methodology
Lesson 9 Assessment	Assessment	Students complete the assessment	To test students retainment of knowledge taught
Lesson 10 R2F + Intro to Weather	Basic terminology / show the difference between weather and climate	How does the weather affect us worksheet	The difference between weather and climate / How does the weather effect us
Lesson 11 + 12 Measuring weather	Introducing how weather is being measured using different instruments	Cloud activity sheet / Beaufort scale booklet / Weather instruments	Weather recording methods / units

		activity sheet / Weather recoding sheet	
Lesson 13 The three different kinds of rainfall `	Content heavy lesson teaching the three types of rainfall	Rainfall activity sheet	3 Types of Rainfall UK rainfall distribution
Lesson 14 Air Pressure	Explaining fundamentals regarding airpressure	Worksheet	High and low pressure + key terminology
Lesson 15 Climate graphs	Students are taught how to draw and interpret climate graphs	Comparing climate graph activity sheet	Climate graphs
Lesson 16 Climate zones	Climate zones explained link with biomes later on in SOW	Card sort + activity sheets	Climate zones using climate graphs . Link with biomes later
Lesson 17	Assessment	Assessment	Assessment
Lesson 18	Feedback	Feedback	Feedback