



Year 7 Geography: Rivers and Fieldwork

Learning Outcomes	Students will develop a secure knowledge and understanding of river features and processes. They will be able to identify and describe key characteristics of rivers, explain the importance of rivers to people and the environment, and analyse how rivers can both provide opportunities and present hazards. Students will develop enquiry skills by investigating case studies, analysing river pollution data, interpreting OS maps, and evaluating the impacts of flooding. They will learn how to use geographical vocabulary precisely, interpret and present data, and evaluate management strategies. By the end of the unit, students will be able to demonstrate understanding through extended written responses and application of their knowledge to real-world examples such as the Yamuna River, the Thames, and the Zambezi. The second part of this term focuses on fieldwork. This unit of work is designed to provide all students with a secure knowledge and understanding of fieldwork techniques within geography. It aims to equip learners with the key competencies required to plan, conduct, and critically evaluate a geographical enquiry. Throughout the unit, students will develop the capacity to formulate effective enquiry questions, design an appropriate methodology, and apply a range of sampling strategies in the collection of primary data. They will also acquire skills in presenting and interpreting data using a variety of techniques, before moving on to evaluate the strengths, limitations, and overall reliability of their investigations. The unit is structured to ensure progressive skill development, with each lesson beginning with a recap of prior knowledge before introducing new geographical concepts, technical vocabulary, and practical skills in a logical sequence. Opportunities for self-assessment and reflection are embedded throughout, enabling students to monitor their own progress and build confidence in applying geographical methods. By the end of the unit, students will be able to demonstrate both competence and independence in conducting fieldwork enquiries, linking theory to practice in meaningful ways. These themes run throughout Geography at Nonsuch.
Key Questions	1. What is a river? 2. Why are rivers important? 3. How can we map the journey of the River Thames? 4. Why do rivers flood? 5. How have people been impacted by floods in the UK? 6. Where does the Zambezi River flow? 7. Where does the Zambezi River flow (Part 2)? 8. What tourism takes place along the Zambezi River? 9. What is fieldwork? 10. What is field sketching? 11. How do we measure Environmental Quality? 12. What is an enquiry? 13. Fieldwork in Nonsuch school grounds 14. How do I analyse fieldwork results? 15. How do I present fieldwork data? 16. What Conclusions and Evaluations

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	17. Group Presentation Planning (Time permitting) 18. Group Presentations (Time permitting)																
Knowledge	Key Concepts: • Key features of rivers and drainage basins • River landforms (meanders, profiles, waterfalls, deltas) • Importance and uses of rivers • River pollution and case studies (Yamuna) Mapping river courses (River Thames) and using OS maps • Causes and impacts of flooding in the UK and globally • Case studies: Storm Henk (UK flooding), Zambezi River (tourism and features) • Geographical vocabulary and data analysis (graphs, hydrographs, qualitative and quantitative data) • Understand what fieldwork is and why it is an essential part of geographical study. • Identify key stages of the geographical enquiry process: asking questions, collecting data, presenting results, and drawing conclusions. • Recognise how fieldwork links classroom learning to real-world environments. Key Skills: • Develop practical fieldwork techniques such as observation, sketching, surveying, and simple data collection (e.g., traffic counts, questionnaires, environmental quality surveys). • Use maps, GIS, and other geographical tools to record and interpret field data. • Present findings using graphs, charts, annotated maps, and written explanations. • Apply critical thinking to analyse patterns, identify relationships, and evaluate evidence collected. Key Words: <table><tr><td>Drainage basin</td><td>Deposition</td><td>Enquiry</td><td>Hypothesis</td></tr><tr><td>Tributary</td><td>Meander</td><td>Systematic sampling</td><td>Conclusions</td></tr><tr><td>Confluence</td><td>Floodplain</td><td>Analysis</td><td>Hypothesis</td></tr><tr><td>Erosion</td><td>Delta</td><td>Environmental quality survey</td><td>Sampling</td></tr></table>	Drainage basin	Deposition	Enquiry	Hypothesis	Tributary	Meander	Systematic sampling	Conclusions	Confluence	Floodplain	Analysis	Hypothesis	Erosion	Delta	Environmental quality survey	Sampling
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Ongoing Assessment	Learning is consolidated through regular retrieval practice, mini whiteboard activities, graph and data analysis tasks, quizzes, and peer-marking of hydrograph exercises. Homework opportunities include independent research tasks, map annotations, and case study write-ups. These strategies provide ongoing formative assessment and allow teachers to monitor progress.																
Key Assessment	Key Assessment 1- The unit culminates in an MS Forms assessment testing students’ knowledge and understanding of river processes, features, and case studies. This is supplemented by in-class tasks requiring extended responses to assess application, explanation, and evaluation skills. The fieldwork unit is not assessed formally.																
Sequencing	The unit begins with an introduction to rivers and their importance, including global examples and links to environmental issues such as pollution. Students then build mapwork skills through a focused study of the River Thames, before moving on to causes and impacts of flooding, with contemporary case study material (Storm Henk). The sequence concludes with a regional study of the Zambezi River, exploring both physical																



	geography and human uses, including tourism opportunities. This progression ensures students build from foundational knowledge to applied understanding and evaluation. The rivers scheme of work and fieldwork unit complement each other by connecting classroom theory to real-world practice. Students learn about fluvial processes and river features in lessons, then apply this knowledge through fieldwork by measuring variables such as velocity, depth, or sediment size at GCSE. This allows them to test hypotheses, reinforce enquiry skills, and make abstract processes more tangible. Conducting river-based fieldwork also strengthens cross-curricular skills in maths and literacy while ensuring learning is applied, coherent, and meaningful. The Year 7 fieldwork unit is sequenced to introduce students gradually to the full geographical enquiry process, ensuring that knowledge and skills are developed in a logical and accessible way. The unit begins by asking the question “<i>What is fieldwork?</i>”, providing students with a foundation for understanding its purpose within geography. From here, they learn practical techniques such as field sketching and measuring environmental quality, which build the essential skills needed for investigation. Lessons then turn to the concept of enquiry itself, preparing students to design and carry out their own investigation within the school grounds at Nonsuch. Once data is collected, the focus shifts towards analysis, presentation, and interpretation, allowing students to make sense of their findings. The final stage of the sequence emphasises higher-order thinking through drawing conclusions and evaluating the strengths and limitations of their fieldwork. Where time permits, students are also given the opportunity to plan and deliver group presentations, encouraging collaboration, communication, and reflection. Importantly, the fieldwork unit also reinforces and extends the skills developed in the earlier map skills unit, enabling students to apply their knowledge of scale, direction, and spatial representation in real-world contexts. This carefully structured progression ensures that all learners gain confidence in conducting geographical fieldwork from start to finish.
Links to Careers	This unit links to careers in environmental science, water resource management, flood risk management, civil engineering, hydrology, and tourism management. Skills in map interpretation, data analysis, and critical thinking also connect to careers in data science, GIS analysis, and urban planning. Fieldwork in geography provides students with a foundation of transferable skills that directly align with a wide range of career pathways. The process of planning and conducting fieldwork fosters critical thinking, problem-solving, and project management abilities that are highly valued across professional sectors. The collection, analysis, and presentation of geographical data mirrors practices used in careers such as data science, geographic information systems (GIS), and environmental consultancy, where evidence-based decision-making is central. Skills in spatial awareness, mapping, and interpretation also connect to urban and regional planning, transport planning, and civil engineering, where an understanding of people–environment interactions is essential. Furthermore, the evaluative and reflective elements of fieldwork promote resilience and adaptability, qualities integral to humanitarian work, conservation, and sustainability-focused roles. By engaging in fieldwork, students gain not only technical competencies but also insights into how geographical enquiry underpins a diverse range of professions that address contemporary environmental and societal challenges.
Diversity and Inclusion	Case studies are drawn from a variety of global contexts (India, UK, Zambia/Zimbabwe), providing students with opportunities to compare rivers in different economic and cultural settings. Students are encouraged to reflect on the social, economic, and environmental impacts of flooding,

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	recognising how vulnerable communities are affected differently. Lessons include opportunities for all students to engage through differentiated tasks and inclusive teaching approaches. Fieldwork encourages students to explore different perspectives on place, recognising that environments are experienced and valued in varied ways by different social, cultural, and economic groups. Through activities such as surveys and observations, students develop an appreciation for diverse viewpoints and are encouraged to consider how issues like accessibility, inequality, and representation influence people's interactions with their environment. Inclusive practice is also supported by ensuring that all students, regardless of background or ability, can participate fully in fieldwork activities through differentiated tasks, collaborative group work, and the use of accessible language and resources. In doing so, fieldwork not only develops geographical skills but also fosters respect, empathy, and awareness of the complex ways in which diversity shapes human–environment relationships.
Support	Key vocabulary lists and glossaries are provided to support literacy development. Scaffolded worksheets, sentence starters, and structured writing frames are available for students who require additional support. Lesson PowerPoints and resources are stored centrally to ensure accessibility for all. This course is carefully structured and comprehensively resourced to promote equitable access to learning for all students. Teaching and learning materials are centrally stored on SharePoint to enhance accessibility and consistency of delivery. Resources include detailed lesson-by-lesson PowerPoint presentations and accompanying work booklets, which provide structured activities designed to consolidate and extend learning. These materials are particularly valuable in supporting students who require additional scaffolding, ensuring that all learners can engage meaningfully with the content. At the same time,
Challenge	Stretch activities are embedded throughout the unit, including hydrograph challenge tasks, independent research on global rivers, and evaluation of case studies. Students are encouraged to use higher-order geographical skills such as comparison, justification, and evaluation in extended written tasks. Each lesson incorporates differentiated extension tasks, including “challenge” and “super challenge” activities, which are deliberately embedded to extend and stretch higher-attaining students. This approach ensures that the course not only provides universal access but also actively supports progression and personalised learning across the full range of student abilities. • Royal Geographical Society – Rivers Module .rgs.org+1 • Kate Stockings – Simple On-Site KS3 Fieldwork. https://www.katestockings.com/geographical-fieldwork/simple-on-site-ks3-fieldwork • Royal Geographical Society (RGS) – Local Fieldwork Toolkit • BBC Bitesize Field Work - KS3 Geography (Environment and society) - BBC Bitesize • RGS – KS3 Fieldwork in Trees & Woodland Primary Fieldwork - RGS