SUBJECT Geography Year 7 Curriculum Overview

Year 7 – Overview	Our vision for Geography By offering a broad and rich curriculum, in line with the national curriculum, which promotes curiosity into and greater understanding of both the natural processes and human interactions which occur on our planet, we hope our students become aware of the risks and challenges both the planet and humans face in the 21st century. Geography is a key tool for understanding the significance of the past, and how it has shaped the world today, whether that be through physical or human systems. Through studying the local area, the UK and wider contrasting places, students will foster a compassion and sense of responsibility as an informed global citizen, enabling them to reflect on their place and role in the future, as well as developing critical thinking and evaluative skills which they can take forward into future learning experiences. During Year 7, students gain core geographic knowledge and skills which serve them throughout the Key Stage, building the foundations for deepening understanding in the future. Students are introduced to the main geographical processes which underpin the physical world, and learn where and why there is inequality in wealth and development across the globe, exploring countries and continents which expand their understanding of the world from KS2. Students also begin to investigate the impact that people have on the planet's environment, through a look at weather and climate on a local and more global scale. Year 7 contains a mix of physical, human and environmental geography with 6 main topical units. Each unit has been selected to provide core knowledge and skills which are developed upon through the remainder of KS3 and beyond, and is structured to learn and develop core knowledge and skills before exploring their application and use. Geographical skills such as map reading, data/graphical interpretation and image analysis are developed from KS2 with the introduction of specific geographical terminology. The geographical description of place and understanding of how places contrast and why is introduced, along with how physical processes can be used to explain the sequential formation of landforms. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and challenge provided where necessary. Autumn Term topic units start with learning about what the subject of Geography involves and some of the core geographic skills of Map Reading and the topic all about the UK to consolidate future interpretative skills for future physical topics as well as to provide an introduction to a wider view of the world beyond students' KS2 knowledge. Spring Term topic units focus on physical processes and the UK landscapes to embed key processes and how they link

SUBJECT Geography Year 7 Curriculum Overview

	together as well as enabling a more global locational knowledge to be developed. Summer Term topic units build on the Spring Term in a local context before exploring national issues and branching out into global environmental issues. Throughout the topics, students will question "What, Where, When, Who and Why" to commence a geographical enquiry approach. This will culminate in a small microclimate investigation. Students will be encouraged to deconstruct questions and use acronyms and strategies to support written work. Literacy will be promoted with the use of key geographical terminology and vocabulary to extend understanding. Assessments will test knowledge and understanding and use common command words to prompt the development of describe, suggest and explain responses. <u>Impact</u> By the end of the year students will have greater understanding of space and place within the UK and their local context along with extending their locational knowledge more globally, being aware of spatial variations in development and quality of life. Students will understand key geographic processes associated with glaciation and how these create physical events and characteristics of the landscape, leading to an increase in student attainment, as evidenced in regular, formal and interleaved assessments. Students will also be developing an awareness of how physical & human processes interact and the challenges this can pose, with the need for sustainable solutions. These themes will be embedded and developed further throughout Year 8.

SUBJECT Geography Year 7 Curriculum Overview

Term	Themes/ Topics	Key Knowledge & Skills	Key Assessments
(Autumn 1)	**TOPIC 1: Geography and you** 1. Welcome to geography 2. What's in your geography kit? 3. How to get good at geography 4. Change in the Foulridge Tunnel (case study) 5. What is a map? 6. Plans and scale 7. The maps in your head	**Rationale:** This topic introduces students to geography, and the strands and themes which make up the subject. **Key Knowledge:** • give examples of at least two topics for each of physical, human and environmental geography, and list the three themes that run through geography • give examples of what maps, Google Earth and GIS can be used for, and explain the difference between photos and satellite images • give the location of places and features; ask geographical questions about photos and about change in their local area • describe the way that people have changed the Foulridge Canal Tunnel since the 19th century • answer a range of questions and interpret command words correctly **Geographical skills:** • Literacy skills – list, define, describe, explain • Use subject specific language when speaking and writing about space and place • Interpret maps, locate places on maps, calculate distances, interpret graphs, draw and label maps.	Assessment – deep marked and feedback given for DIRT

SUBJECT Geography Year 7 Curriculum Overview

(Autumn 2)	**Topic 2: About the UK** **1.** About the UK **2.** Your island home **3.** It's a jigsaw! **4.** What's our weather like? **5.** Who are we? **6.** Where do we live? **7.** How are we doing? **8.** London, our capital city **9.** Our links to the wider world	**Rationale:** This topic consolidates and extends students' knowledge of the world's major countries and their physical and human features. **Key Knowledge:** • name at least four upland areas, and at least four rivers, in the UK and say where they are on the map • identify the British Isles, Great Britain and the United Kingdom on an outline map • name England, Scotland, Wales, and Northern Ireland as the four nations that make up the UK • define weather; read a simple weather map; describe and explain the overall patterns in temperature and rainfall around the UK • name at least five groups of people who came to the UK, including at least one recent group • say which parts of the UK are most and least populous, and give at least one reason to explain the pattern • name at least five of the UK's ten largest cities and mark them in roughly correct positions on an outline map • give at least six facts about the human geography of the UK • point to the location of London on an outline map of Britain; describe how London started; give its approximate population today; give at least three other facts about London	Unit quiz/check questions - peer/self-assessment

SUBJECT Geography Year 7 Curriculum Overview

		• give four ways that the UK is linked to the rest of the world; describe its links with the Commonwealth, the UN and the EU **Geographical Skills:** • Interpret satellite imagery • Read simple weather maps • Interpret choropleth maps	
(Spring 1)	**Topic 3: Glaciers** **1.** Your place…20 000 years ago! **2.** Glaciers: what and where? **3.** How do glaciers shape the land? **4.** Landforms shaped by erosion – part 1 **5.** Landforms shaped by erosion – part 2 **6.** Landforms created by deposition **7.** More about the Lake District **8.** Do glaciers matter?	**Rationale:** This topic builds and expands students' knowledge of physical landscapes. They will understand how geographical processes interact to create distinctive physical landscapes that change over time. They will understand, through the use of detailed place-based exemplars, the key processes relating to glaciation. **Key Knowledge:** • define a glacier; describe how glaciers form • explain why glaciers flow; and where they flow to (• explain the difference between an ice sheet and a mountain glacier • give examples of where glaciers are found on Earth today • explain what an ice age is; state when the last ice age started and ended, and how long it lasted	Assessment – deep marked and feedback given for DIRT

SUBJECT Geography Year 7 Curriculum Overview

		• describe roughly the extent of the ice sheet over the British Isles, 20 000 years ago • describe the processes of erosion, transport, and deposition by glaciers; explain what freeze-thaw weathering is, and how it affects erosion • describe the overall impact of glaciation on a mountain landscape; name and describe these and say how they were formed: corries, arêtes, pyramidal peaks, U-shaped valleys, ribbon lakes, hanging valleys, moraines, drumlins; explain where erratics came from • identify U-shaped valleys, ribbon lakes, misfit rivers, corries, and tarns on an OS map • give examples of our links with glaciers; say how global warming is affecting glaciers, and give a predicted consequence **Geographical skills:** • Interpret Ordnance Survey maps including using grid references and scale, thematic mapping, and aerial and satellite photographs.	
(Spring 2)	**Topic 4 – Africa** **1.** What and where is Africa? **2.** A little history about Africa **3.** What's Africa like today? **4.** The countries of Africa **5.** Population distribution in Africa	**Rationale:** Extend locational knowledge and deepen spatial awareness of the world's countries, using maps of the world to focus on Africa, its environmental regions, key physical and human characteristics, countries, and major cities. **Key Knowledge:**	Unit quiz - peer/self-assessment

SUBJECT Geography Year 7 Curriculum Overview

	6. What are Africa's main physical features? **7.** Africa's biomes	• show Africa on an outline map of the world; show the Equator and tropics; name / label the oceans and seas around Africa, and the Suez Canal • describe how some European countries took over most of Africa and carved it up among themselves; give one reason why they did this; name at least three of the colonising countries • say that Africa has 54 countries; name at least 12 of them, and their capitals, and say roughly where they are in Africa e.g. in West Africa • give at least five facts about the human geography of Africa, including the size of its population • describe in outline the pattern of population distribution in Africa; give at least two factors that influence the pattern • name / label at least these, on a map or sketch map of Africa: the Nile; Africa's tallest mountain and largest lake; at least two mountainous regions; three deserts • name the four main biomes; say what the climate is like in each biome; give at least three other facts about each biome **Geographical skills:** • Use of satellite imagery • Interpret line graphs • Interpret choropleth maps	

SUBJECT Geography Year 7 Curriculum Overview

(Summer 1)	**Topic 6: Kenya** **1.** Hello Kenya! **2.** What are Kenya's main physical features? **3.** What's Kenya's climate like? **4.** A short history of Kenya **5.** Kenya's population **6.** What's Nairobi like? **7.** What does everyone do? **8.** How Kenya earns money from flowers **9.** On safari **10.** How is Kenya doing?	**Rationale:** Students understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa. **Key knowledge:** • mark and label Kenya on a map of Africa; name the countries which share Kenya's border • name its main physical features and draw a labelled sketch to show how the Great Rift Valley formed • describe the pattern of temperature and rainfall across Kenya, and draw and label Kenya's climate zones on a blank map of Kenya • write a summary of Kenya's history • compare patterns of rainfall and population density in Kenya; describe the growth in Kenya's population; explain why the population is growing rapidly and suggest two problems that Kenya's young population might cause • select photos that show a well-off city and three that show poverty; draw a graph to show Nairobi's population growth • interpret a pie chart showing employment in Kenya; explain why Kenya's government wants more factories • describe the benefits of flower farming to Kenya and suggest how the negative impacts could be improved; describe the positive and negative aspects of tourism in Kenya, and outline how tourism could be made more sustainable	End of Year Exam

SUBJECT Geography Year 7 Curriculum Overview

		• give two examples of poverty and inequality in Kenya, three reasons why Kenya is still poor, and two examples of how Kenya is changing **Geographical skills:** • Use of satellite imagery • Interpret line graphs • Interpret chloropleth maps • Draw a range of graphs to interpret data	
(Summer 2)	**Topic 6: Weather and climate** **1.** Weather: what, why and where? **2.** How is heat carried around Earth? **3.** Air pressure and our weather **4.** Why is our weather so changeable? **5.** What's a depression? **6.** More about rain and clouds **7.** Climate and climate factors **8.** What's the UK climate like?	**Rationale:** Students understand the key processes involved in weather and climate. They should be able to interpret arrange of climatic data and how this effects human populations around the world. **Key knowledge:** • explain why it is warmer at the Equator than at the poles, and how heat moves around the Earth creating weather • describe the global atmospheric circulation, and how ocean currents help to circulate heat around the Earth • describe high and low pressure weather – in winter and summer • explain why air masses have different characteristics and how they affect the UK's weather • outline how a depression forms, and describe the weather it brings • list three types of rainfall and describe how they form; name and describe two different types of cloud • list the factors that affect climate	End of Year Exam

SUBJECT Geography Year 7 Curriculum Overview

		• explain how the UK's location, the North Atlantic Drift and the surrounding sea affect the UK's climate • name and briefly describe the climate in four climate regions • Opportunity for onsite fieldwork **Geographical skills:** • Use of satellite imagery • Use of weather maps • Draw and label weather symbols • Use and interpretation of climate graphs	