



# Geography Year 7 Curriculum Overview

The below is intended to provide a simple overview of Year 7 Geography, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

Learning Focus	Assessments
<p><b>Weeks 1–7 (HT1): What is the UK like?</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"><li>1.) What are the key physical and human features of the UK?</li><li>2.) What is the UK population like?</li><li>3.) What is the UK's climate like?</li><li>4.) What are settlements?</li><li>5.) What is the housing crisis?</li><li>6.) What is migration and multiculturalism?</li><li>7.) How does trade, interdependence and Brexit affect us</li></ol> <p><u>Key Assessment objectives / skills:</u></p> <ul style="list-style-type: none"><li>• At GCSE (<i>Unit 1: Living with the physical environment; Unit 2: Challenges in the human environment</i>) students need to develop a sense of place to undertake thematic studies in both physical and human geography. They should understand the geography of the UK and have a working knowledge of the main continents, countries and cities of the world. <b>(AO1)</b></li><li>• At GCSE (<i>Unit 1: Living with the physical environment; Unit 2: Challenges in the human environment</i>), OS maps are widely used when studying the physical and human geography of the UK, for example in studying rivers or urban settlement. This unit begins to introduce students to a range of practical skills used to interpret maps, before they move onto unit 2 “Mapping Our World”. <b>(AO4)</b><ul style="list-style-type: none"><li>• This unit supports the KS3 PoS (<i>Locational knowledge</i>), where students are expected to gain a detailed knowledge of the world and its environments through the use of atlas maps. <b>(AO1)</b></li><li>• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li><li>• It also enables students to interpret OS maps (KS3 PoS <i>Geographical skills and fieldwork</i>). <b>(AO4)</b></li></ul></li></ul>	<p><b>Assessment One:</b></p> <p>Extended writing task about the UK's climate</p> <p><b>Final Assessment:</b> Summative Assessment on knowledge from the entire unit</p>
<p><b>Weeks 8-14 (HT2): Mapping Our World</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"><li>1.) In what ways am I connected to people and places all over the world?</li><li>2.) What are mental maps, and how can I make mine better?</li><li>3.) What does the scale on a map tell me?</li><li>4.) What is the difference between a sketch map, and the maps in an atlas?</li><li>5.) What are grid references, and how do I use them to find places?</li><li>6.) How can I measure distance on a map?</li><li>7.) What are the compass points, and why are they useful?</li><li>8.) What are OS maps and what kinds of things do they show?</li></ol> <p><u>Key Assessment objectives / skills:</u></p>	<p><b>Assessment One:</b></p> <p>Grid references mini assessment</p> <p><b>Final Assessment:</b> Treasure Island Assessment</p>



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<p><b>Locational knowledge (AO1):</b></p> <ul style="list-style-type: none"> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world</li> </ul> <p><b>Place knowledge (AO1) :</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities, differences and links between places</li> </ul> <p><b>Human and physical geography (AO2):</b></p> <ul style="list-style-type: none"> <li>understand how human and physical processes interact to influence, and change landscapes</li> <li>Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li> </ul> <p><b>Geographical skills and fieldwork (AO4):</b></p> <ul style="list-style-type: none"> <li>build on their knowledge of globes, maps and atlases and apply and develop this knowledge</li> <li>interpret OS maps ... including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photos</li> </ul>	
<p><b>Weeks 15-21 (HT3): Rivers</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> <li>1.) What is the water cycle?</li> <li>2.) How does the rainfall from the water cycle feed a river?</li> <li>3.) How do rivers shape the land?</li> <li>4.) How are these formed: <i>V-shaped valleys, waterfalls, gorges, meanders, oxbow lakes?</i></li> <li>5.) In what kinds of ways do we use rivers? (At least five.)</li> <li>6.) What causes floods? Which three factors make flooding more likely?</li> <li>7.) How can humans respond to flood events?</li> </ol> <p><u>Key Assessment objectives / skills:</u></p> <p><b>Locational knowledge (AO1):</b></p> <ul style="list-style-type: none"> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries.</li> </ul> <p><b>Place knowledge (AO1):</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities, differences and links between places through the study of human and physical geography.</li> </ul> <p><b>Human and physical geography (AO2):</b></p> <ul style="list-style-type: none"> <li>understand ... the key processes in hydrology.</li> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning</li> </ul>	<p><b>Assessment One:</b></p> <p>Using map skills with rivers (uses river knowledge with map skills from previous unit)</p> <p><b>Final Assessment:</b> Written answer on soft v hard engineering responses (9 marks)</p>



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<p>of natural systems.</p> <ul style="list-style-type: none"><li>• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li></ul> <p><b>Geographical skills and fieldwork (AO4):</b></p> <ul style="list-style-type: none"><li>• build on their knowledge of ... maps ... and apply and develop this knowledge</li><li>• interpret Ordnance Survey maps in the classroom ... including using grid references and scale.</li></ul>	
<p><b>Weeks 22-28 (HT4): Population</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"><li>1. How many people there are on Earth right now? What is the shape of the line graph which shows how our population has risen.</li><li>2. Which parts of Earth are most crowded, and which the most empty? Why?</li><li>3. Why does population growth tend to be higher in poorer countries?</li><li>4. How and why is life expectancy changing?</li><li>5. What problems a country might face if its population keeps rising rapidly?</li><li>6. What might happen is population decreases?</li></ol> <p><u>Key Assessment objectives / skills:</u></p> <p><b>Locational knowledge (AO1):</b></p> <ul style="list-style-type: none"><li>• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world — focusing on their key physical and human characteristics</li></ul> <p><b>Place knowledge (AO1):</b></p> <ul style="list-style-type: none"><li>• understand geographical similarities, differences, and the links between places through the study of human and physical geography</li></ul> <p><b>Human and physical geography (AO2):</b></p> <ul style="list-style-type: none"><li>• understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to population and the use of natural resources</li><li>• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li></ul> <p><b>Geographical skills and fieldwork (AO4):</b></p> <ul style="list-style-type: none"><li>• build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li><li>• interpret topographical and other thematic mapping</li></ul>	<p><b>Assessment One:</b></p> <p>Describe and explain population increase graph. Introducing TEA acronym.</p> <p><b>Final Assessment:</b></p> <p>Summative assessment</p>



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<p><b>Weeks 29-35 (HT5): Weather &amp; Climate</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"><li>1. What is <i>weather</i> is and what is climate?</li><li>2. What are the three different types of rainfall? Causes for each.</li><li>3. What kind of weather would you associate with low pressure, high pressure in winter, and high pressure in summer?</li><li>4. Why does the weather in the UK change very quickly?</li><li>5. What is meant by a depression and how they are formed?</li><li>6. Understand the factors which influence climate.</li><li>7. What are four examples of Earth's different climatic regions?</li></ol> <p><u>Key Assessment objectives / skills:</u></p> <p><b>Locational knowledge (AO1):</b></p> <ul style="list-style-type: none"><li>• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world</li></ul> <p><b>Place knowledge (AO1):</b></p> <ul style="list-style-type: none"><li>• understand geographical similarities, differences, and the links between places through the study of human and physical geography</li></ul> <p><b>Human and physical geography (AO2):</b></p> <ul style="list-style-type: none"><li>• understand, through the use of detailed place-based exemplars, at a variety of scales, the key processes in physical geography relating to weather and climate</li><li>• understand how human and physical processes interact to influence and change environments and the climate; and how human activity relies on effective functioning of natural systems</li></ul> <ul style="list-style-type: none"><li>• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <b>(AO3)</b></li></ul> <p><b>Geographical skills and fieldwork (AO4):</b></p> <ul style="list-style-type: none"><li>• build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li><li>• interpret topographical and other thematic mapping, and aerial and satellite photographs</li></ul>	<p><b>Assessment One:</b></p> <p>Weather forecast description</p> <p><b>Final Assessment:</b></p> <p>Group work presenting weather</p>
<p><b>Weeks 36-39 (HT6): Africa</b></p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"><li>1. Where is Africa (point it out on a map of the world)? What is a continent?</li><li>2. How did some European countries play a big part in</li></ol>	<p><b>Assessment One:</b></p> <p>Climate graph assessment</p> <p><b>Final Assessment:</b></p> <p>Biome written assessment.</p>



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creating today's map of Africa?

3. What is the physical geography of Africa like?
4. Name *at least* 12 African countries and their capitals, and say roughly where they are.
5. How can we describe the human geography of Africa? – about people and their lives.
6. What are Africa's four main biomes?

## Key Assessment objectives / skills:

### **Locational knowledge (AO1):**

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps ... to focus on Africa ... focusing on its environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

### **Place knowledge (AO1):**

- understand geographical similarities, differences, and the links between places through the study of their human and physical geography.

### **Human and physical geography (AO2) :**

- understand ... the key processes in:
  - physical geography relating to: ... weather and climate
  - human geography relating to: ... population and urbanisation ... and the use of natural resources.
- understand how human and physical processes interact to influence and change landscapes, the environment and climate.
  - Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements **(AO3)**

### **Geographical skills and fieldwork (AO4) :**

build on their knowledge of ... maps and atlases and use these tools routinely in the classroom.