

# Geography

Year 7

## Curriculum Overview

**Intent:** *By the end of the year...* students will be able to identify human and physical features, locate and name oceans and continents, locate places using latitude and longitude co-ordinates, ask geographical questions, conduct geographical enquiries, make geographical decisions and use geographical data. Students should be able to use OS maps; to interpret grid references, height, and direction. To explore the geography of the UK and the importance of natural resources. To understand weather and climate and explore the geography of Africa. To have an opportunity to experience local fieldwork.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>Map Skills</b> Students will be able to: <ul style="list-style-type: none"> <li>understand location oceans and continents.</li> <li>use geographical skills including OS maps.</li> </ul>	<b>The UK</b> Explore the human and physical Geography of the UK.	<b>Is Earth running out of natural resources?</b> Be able to understand weather and climate patterns in the UK.	<b>Weather and Climate</b> Be able to understand the importance of natural resources.	<b>Spotlight on Africa</b> Explore the human and physical Geography of Africa.	<b>Climate CSI</b> Be able to conduct small scale fieldwork.
<b>Additional support links:</b>	<a href="#">Map skills</a> <a href="#">Grid references</a>	<a href="#">Settlements</a>	<a href="#">Revision Link</a>	<a href="#">Weather Link 2</a>	<a href="#">Lagos, Nigeria</a>	
<b>Knowledge:</b> Included here is the specific knowledge your child will learn in detail	<ul style="list-style-type: none"> <li>Identify Continents / Oceans / UK vs GB+NI</li> <li>Identify physical/ Human/ Environmental geography</li> <li>Latitude and Longitude</li> <li>Map symbols</li> <li>OS maps</li> <li>Contours</li> <li>Scale</li> </ul>	<ul style="list-style-type: none"> <li>To understand what 'Urbanisation' is and how this links to migration</li> <li>Consider why people migrate to different settlements exploring push and pull factors</li> <li>To know the key economic activities focusing on primary, secondary and tertiary industries and how these differ</li> <li>Settlements and hierarchy, e.g. City, town, village and hamlet</li> <li>Settlement distribution (patterns) e.g. 'clustered' and 'linear' settlements</li> <li>Reasons for growth of settlements e.g. site features e.g. close to water supply, fertile soils etc.</li> <li>Enquiry into economic activity/(ies) in local area and how these have changed</li> </ul>	<ul style="list-style-type: none"> <li>To understand the key characteristics of sedimentary, igneous and metamorphic rock types, and how they form</li> <li>To be able to explain the difference between a non-renewable and renewable resource</li> <li>To evaluate and analyse the advantages and disadvantages of both non-renewable and renewable resources</li> <li>Earth's spheres – their characteristics and how they interlink</li> <li>What is weathering and how are different rock types affected by it</li> <li>Local Context – explore the usefulness and importance of rocks to the local area</li> <li>Why are TRFs being deforested for their raw materials?</li> </ul>	<ul style="list-style-type: none"> <li>UK weather and climate patterns (summer / winter temperatures, rainfall map).</li> <li>Factors affecting weather (at least 3) (e.g. latitude, altitude, distance from sea, aspect, etc.)</li> <li>Extreme weather in UK.</li> <li>Difference between 'weather' and 'climate'.</li> <li>How weather is measured and ways to record / present this data.</li> <li>How clouds / rain form (water cycle).</li> <li>Types of rainfall: relief, convectional and frontal.</li> <li>Climate zones around the globe.</li> <li>How UK's air masses influence our weather.</li> </ul>	<ul style="list-style-type: none"> <li>Location, scale and diversity of Africa.</li> <li>Distribution of biomes of Africa (rainforests and deserts)</li> <li>Urbanisation</li> <li>Inequality</li> <li>Desertification</li> <li>Exploitation of resources</li> <li>Fair trade</li> <li>Common misconceptions of Africa</li> <li>Conflict/Geopolitics and development</li> <li>Education</li> <li>Migration and society</li> <li>Global perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Methods used to measure the weather</li> <li>Collecting weather data around school site</li> <li>Microclimate investigation write up</li> <li>Comparing school microclimate to others (schools or locations)</li> <li>GIS</li> </ul>
<b>Skills:</b> Included here is the specific skills your child will learn in detail	<ul style="list-style-type: none"> <li>Grid references (4 and 6 figures)</li> <li>Compass directions (8 point)</li> </ul>	<ul style="list-style-type: none"> <li>Completion and analysis of a line graph. Analysis to include main trend, example and an anomaly (T.E.A approach)</li> <li>Analysis of a photograph – to be able to make inferences from a photo and to apply knowledge of concept e.g. push and pull factors or economic activities.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the advantages and disadvantages of non-renewable and renewable resources</li> <li>Explain the formation of either sedimentary, igneous or metamorphic rock types</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation and presentation of climate graphs.</li> <li>Interpretation of choropleth maps.</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation and presentation of data.</li> <li>Map reading skills</li> <li>Evaluation skills</li> <li>Assessing skills</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of data collected in different ways e.g. bar graphs, pie charts etc.</li> <li>Evaluation of investigations</li> </ul>



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<b>Common Lexicon:</b> These are the key words and terms learnt. These can be found on knowledge organisers.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.
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