



Curriculum Overview

Curriculum Area: Geography Year: 7

Year 7 Curriculum:

Autumn Term: What is a Geographer?

This is an introductory unit that builds on the KS2 Geography NC, covering the main aspects of the curriculum. All pupils will learn and understand the differences between human and physical geography, using scale and direction, data and grid references to locate places. They will all use OS maps to interpret symbols and topography. Pupils will also examine the geography of North and South America and Europe.

Autumn Term: How do we use our planet as a natural resource?

This unit focuses on how people use the natural resources of the Earth's spheres, introducing how we use rocks, soil, biomes, water, oil, and different forms of energy. A number of key physical geography concepts are introduced in this unit – geological time, types of rocks, types of weathering, soil formation and the tropical rainforest biome. The concept of sustainability and resource renewability are also introduced.

Spring Term: What is an economy?

This unit introduces the concepts of an economy, trade and globalisation. It will explore what an economy is and how the economy works in the context of the UK and the world of work. Pupils will understand how the economy can be split into different employment sectors and how this has changed over time. Pupils will also understand how the UK is able to trade with other countries and how our links with world have grown.

Spring Term: What is Weather and Climate?

The principal elements of weather and climate – temperature, rainfall, air pressure, wind, sunshine. Pupils will consider how the weather affects our everyday lives and how this has led to the development of weather prediction meteorology. Pupils will discover how weather data is measured, recorded and presented. The principles of how elements of weather form are introduced including: why it rains, types of rainfall; air masses and types of weather systems that bring our weather – depressions and anticyclones. Pupils conduct a geographical enquiry to investigate the weather. Pupils are introduced to the concept of climate, and the climate of the UK, investigated using climate graphs, and climate maps to analyse data for places in the UK. Finally, pupils discover world climate zones and learn about the factors that affect climate.

Summer Term: Geography of Russia; a benefit or curse?

Russia is the largest country in the world, so it is important that pupils have an understanding of this nation. This unit will further develop a number of concepts introduced in the earlier units in the course: climate, and use of climate graphs; understanding of a continental climate; biomes – taiga and tundra; the economy of Russia; its natural resources. Pupils will understand how important Russia is the world and whether its physical geography is a curse or benefit.

Links to National Curriculum

Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Russia, China and focusing on their environmental regions, key physical and human characteristics, countries and major cities.

Place Knowledge: understand geographical similarities, differences, and links between places through the study of human and physical geography.

Human and physical geography: understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales, rocks, weathering and soils; weather and climate, hydrology. Human geography relating to population; international development; economic activity in the primary, secondary, tertiary, and quaternary sectors; and the use of natural resources. Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems.

Geographical skills and fieldwork: build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field; interpret OS maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs, use GIS to view, analyse and interpret places and data, use fieldwork to collect, analyse and draw conclusions from geographical data.

Knowledge and understanding of this curriculum will be assessed by:

Baseline assessment – What is a Geographer?

End of unit knowledge assessment on 'Resources'

End of unit knowledge assessment on 'Economy'.

End of unit knowledge assessment on 'Weather and Climate'.

End of unit knowledge assessment on 'Russia's Geography'.

Knowledge quizzes – lesson by lesson

Powerful Knowledge/Cultural Capital Opportunities

Use a variety of maps to investigate the features of places on a local and global scale. Extend locational knowledge and awareness. Develop a sense of place and identify physical and human features and how these interrelate.