Year 7 Curriculum Intent 2021-22

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	**What is geography?** *Locational and place knowledge.* *Geographical skills and fieldwork.*	**United Kingdom** *Locational and place knowledge.* *Physical geography.* *Human geography.*	**Europe** *Locational and place knowledge.* *Physical geography.* *Human geography.*	**North America** *Locational and place knowledge.* *Physical geography.* *Human geography.*	**Settlement** *Locational and place knowledge.* *Human geography.*	**Geographical Enquiry** *Geographical skills and fieldwork.*
Knowledge & Understanding *(National Curriculum)*	Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom. Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.	Extend their locational knowledge of the United Kingdom with a focus on key physical and human characteristics and major cities. Physical geography relating to: weather and climate. Human geography relating to: population and urbanisation.	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. Develop their awareness and understanding of Europe. Focus on their environmental regions, key physical and human characteristics, countries and major cities.	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. Develop their awareness and understanding of North America. Focus on their environmental regions, key physical and human characteristics, countries and major cities.	Human geography relating to: population and urbanisation. Develop their understanding of settlement patterns and how this changes through time.	Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
Assessment	End-of-unit summative assessment (teacher-assessed).	Y7 exam (cumulative, all taught key concepts assessed). Teacher-assessed.	End-of-unit summative assessment (teacher-assessed).	Group presentation (teacher-assessed).	Y7 exam (cumulative, all taught key concepts assessed). Teacher-assessed.	Enquiry workbook (teacher-assessed).
Why this? Why now?	This unit of work will discuss what the subject of Geography actually is and students will learn about the basic concepts of physical, human end environmental geography. They will discover the cross- curricular links geography has with other subjects and be introduced to the concept of fieldwork.	This topic lead on from learning about world locations to a national scale. Students learn the different countries within the UK and we discuss factors affecting their perception of their local place (at a range of scales). Students will learn key physical and human features in the UK,	By learning about a continent, students are able to make connections between different aspects of geography. We start locally then move to a larger scale. They can apply some of the knowledge and skills they have started to develop (migration, physical /human features and map skills). They can then start to assess the impact of	By learning about a continent, students are able to make connections between different aspects of geography. This is an increasingly large scale from the start of year 7, they should have some knowledge of North America (although this may be limited to the USA). They can apply some of the knowledge and skills they have	This topic provides the foundations for Geography skills and concepts, by looking at different regions we can apply a range of skills and introduce the concepts of case studies. Using place-based learning also makes the topic more relevant and interesting and makes the concepts and skills relatable to students own lived experiences.	Geographical enquiry is a fundamental skill in geography required at all levels. In GCSE it is assessed in paper 3 making up half of the written examination. The unit is completed at the end of the year due to the weather being more favourable for fieldwork to collect primary data.

	They will also develop their understanding of the location. Using OS maps, globes and GIS to identify key physical and human features around the world. This unit lays the foundation for the rest of Geography education at Southmoor and aims to fill in gaps in basic understanding of places.	allowing them to develop their knowledge of using an atlas and map skills from the previous unit. Students will explore issues of population, migration and industry in the UK. How these have changed and have shaped our country and how they may continue to change and the issues that may arise. This unit links to Urban Change in the UK and The Changing Economic World both of which are topics that are taught for the AQA GCSE paper 2.	them in Europe, alongside new knowledge of different countries. It also develops student's spatial awareness, which is a vital geographical skill each key stage. This particular unit links to the Living World (AQA GCSE paper 1) as it will help students to start to understand the world biomes. It also links to The Urban Change in the UK (AQA GCSE paper 2) as it begins to look at urban areas and population density.	started to develop (migration, physical /human features and map skills). They can then start to assess the impact of them in North America, alongside new knowledge of different countries, hazards and new environmental issues. It also develops student's spatial awareness, which is a vital geographical skill each key stage. This particular unit links to the Living World (AQA GCSE paper 1) as it will help students to start to understand the world biomes and environmental impacts. It also links to The Urban Change in the UK (AQA GCSE paper 2) as it begins to look at urban areas and population density.	Students can build on existing knowledge of places and apply theory of settlement patterns, growth and change. This particular unit links to the Urban World (AQA GCSE paper 2) and will help students to locate places and explain how cities have grown over time. It also links to The Changing Economic World (AQA GCSE paper 2) and will help students to understand that the role of trade in development. The physical geography links to the topic of Physical Landscapes (AQA GCSE paper 1) as although not UK landscapes as in the GCSE it will provide some understanding of landforms and processes as well as how people can affect the environment.	
Skills & Characteristics	This unit will develop a range of skills and characteristics including but not limited to; • Using and interpreting a range of maps • OS map skills (including grid	This unit will develop a range of skills and characteristics including but not limited to; • Using and interpreting physical maps • Interpreting and completing population pyramids	This unit will develop a range of skills and characteristics including but not limited to; • Using and interpreting human physical maps • Interpreting and completing Climate	This unit will develop a range of skills and characteristics including but not limited to; • Using and interpreting human physical maps • Analysing a range of sources to make an evaluation	This unit will develop a range of skills and characteristics including but not limited to; • Using and interpreting human physical maps • Analysing a range of sources to make an evaluation	This unit will develop a range of skills and characteristics including but not limited to; • Describing locations • Asking geographical questions • Collecting primary data

	references, relief and symbols) • Using GIS (Google Earth) • Drawing and analysing graphs • Classifying data • Annotating photographs • Team Work • Aiming High	• Annotating photographs • Debating geographical issues • Team Work • Aiming High • Problem Solving Creativity	graphs and population pyramids • Interpreting population density maps • Annotating photographs • Team Work • Aiming High • Problem Solving	• Interpreting population density maps • Annotating photographs • Using and evaluating indicators of development • Presentations • Team Work • Aiming High • Problem Solving • Creativity	• Annotating photographs • Using and evaluating indicators of development • Team Work • Aiming High • Problem Solving • Creativity	• Drawing field sketches • Drawing a range of graphs • Using GIS • Analysing data • Problem solving • Teamwork • Creativity
Aspirations & Careers	Potential aspirations and careers explored in this topic include but are not limited to; • Any geographical job (as there is a specific lessons for 'what jobs do geographers do?) • Pilot • Bus/train/lorry driver • Climatologist • Environmental Scientist • Teacher • Demographer • Statistician • Data Analyst • Population Health Analyst • Teacher	Potential aspirations and careers explored in this topic include but are not limited to; • Town Planner • Journalist • Politician • Environmental Scientist • Police officer • Charity worker • Oceanographer • Wind Turbine Technician Demographer • Statistician • Data Analyst • Population Health Analyst • Teacher •	Potential aspirations and careers explored in this topic include but are not limited to; • Town Planner • Journalist • Politician • Environmental Scientist • Teacher • Police officer • Charity worker • Demographer • Statistician • Translator • Travel agent • Statistician • Data Analyst • Population Health Analyst	Potential aspirations and careers explored in this topic include but are not limited to; • Journalist • Politician • Environmental Scientist • Oil worker • Park Ranger • Teacher • Police officer • Charity worker • Demographer • Statistician • Travel agent • Statistician • Data Analyst • Population Health Analyst	Potential aspirations and careers explored in this topic include but are not limited to; • Journalist • Politician • Environmental Scientist • Oil worker • Park Ranger • Teacher • Police officer • Charity worker • Demographer • Statistician • Travel agent • Statistician • Data Analyst • Population Health Analyst	Potential aspirations and careers explored in this topic include but are not limited to; • Research and development officer • Police officer • Environmental manager • Statistician Data analyst
		Potential aspirations and careers explored in this topic include but are not limited to;	Potential aspirations and careers explored in this topic include but are not limited to; • Data Analyst. • Statistician.	Potential aspirations and careers explored in this topic include but are not limited to; • Coastal Modeller		

			• Meteorologist. • Demography and population studies. • Environmental Consultant. • Teacher. • Planning and Development Surveyor. • Tourism Officer. • Sustainability Consultant. • Cartography	• Civil Engineer-Flood and Coastal • Flood Modeller • Sustainability Co-ordinator • Flood Warning and Informer • Hydraulic Modeller • Catchment Manager • Data Analyst. • Statistician. • Meteorologist. • Demography and population studies. • Environmental Consultant. • Planning and Development Surveyor. • Sustainability Consultant. • Cartography		