# YEAR 7 GEOGRAPHY CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent**

We aim for all students to acquire and develop locational knowledge and spatial awareness of the world's countries, place knowledge, processes of human and physical geography and geographical skills and fieldwork. We cover the ambition of the national curriculum.

The curriculum empowers pupils to be able to apply this knowledge, whilst engaging pupils in practical geography and discussion, such that they are equipped with the knowledge and skills required to complete further study, be responsible citizens and make informed decisions in their lives.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Fieldwork |
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| **Topic** | Rivers | Mapskills/GIS | Rocks and Glaciers | Our Country | Development | rivers project (moveable depending on weather) |
| **Core Knowledge/**<br><br>**Threshold Concept** | Students should be able to give examples of rivers on different continents and the features of a river basin<br>Students should be able to describe the different ways water moves (raindrop story)<br>Students should be able to explain the changes between the upper, middle and lower course of a river and use and example of the River Severn<br>Students should be able to explain how | Students should be able to compare types of maps, history of the OS,<br>Students should be practicing mapping the World Continents, Countries & Oceans<br>Students should be learning how to use Grid References<br>OS Map Symbols & Direction<br>Understanding Measuring scale and distance<br>Height and shape of land on a map<br>Interpreting maps | Students should be able to describe how the Earth has changed over geological time<br>Students should be able to give examples of Igneous, Sedimentary and Metamorphic and describe the properties of each.<br>Students should be able to explain how a rock changes property over time<br>Students should explain the types of weathering and the effect they have on the landscape<br>Students should be able to explain the formation | Students should be able to describe the position of the UK locally/National and Internationally<br>Students should be able to describe and explain UK Population density and distribution<br>Students should be able to show where different human and physical features in the UK are located<br>Students should be able to map different features that make up the UK | Students should be able to give examples of and describe the differences between HIC's and LIC's<br>Students should be able to give examples of development indicators and why some are less accurate.<br>Students should be able to show how the relationship between different factors make countries more developed<br>Students should be able to apply your knowledge of development to show | Fieldwork opportunity rivers project – This is an opportunity to explore how a river changes along its course. To put the classroom theory into practice.<br>To give students an opportunity beyond the classroom. |

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| | different river landforms are created.<br>Students should be able to explain reasons for rivers flooding<br>Students should be able to understand the causes of flooding in Boscastle and the impacts it had on the village.<br>Students should be able to evaluate examples of hard and soft engineering strategies. | How to interpret maps<br>Students will learn the History and development of GIS over time<br>Students will learn how GIS can be used in the workplace to make many jobs easier<br>Students should be able to show the types of GIS, raster and vector maps<br>Students should understand the Advantages & Disadvantages of GIS. | of limestone features such as stalactites and stalagmites.<br>Students should be able to give examples of how limestone is used.<br>Students should be able to explain the formation of Granite landscapes and the different human activities in granite areas<br>Students should be able to explain the different glacial processes<br>Students should be able to explain how different glacial features form<br>Students should be able to explain different human activities in glacial areas using examples<br>Students should be able to assess the conflict in Glacial areas. | Students should be able to show what affects the weather of the UK, how does this vary around the country<br>Students should be able to give examples of the long history of UK migration and the benefits/issues<br>Students should be able to describe how London has changed and what is it like today<br>Students should be able to give reasons why do tourists visit London and what are the benefits and problems of tourism<br>Students should be able to explain the differences in people's lives because of where they live<br>Students should be able to describe changes in the UK employment structure | why Africa is less developed<br>Students should understand the factors behind migration to Europe and the USA<br>Students will understand the relative significance of water on development.<br>Students will be able to give impacts of improving water supply.<br>Students will explore why trade can improve development in some areas and lack of trade can limit others<br>Students will be able to show the impact of different types of aid<br>Students will consider a specific intervention strategy for improving development in LIC's<br>Students will look at how a disaster affects different countries. | |
| **Why this learning now?** | Types of erosion – A fundamental understanding erosion | Mapskills – This is a key skill in geography being able to | Rocks – An understanding of types of rock gives students a | The UK features – Building on existing knowledge of map | Measuring development – These are a starting point for | Fieldwork - It is a first opportunity to experience fieldwork |

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| | of will be applied in several units that follow<br><br>How a river changes source to mouth and changes the landscape – These ideas are developed further in future topics of coasts and glaciers to show how physical processes change the world around us.<br><br>How rivers affect people – we explore a local example in rivers and move towards more global impacts in future topics | interpret and analyse maps. Having it early in year 7 allows us to build on any skills from KS2 as well as integrating the skills into future topics when exploring the world in greater depth. | better grasp of concepts in future topics e.g. headlands and bays in coasts<br><br>Glaciers – This gives students a chance to apply their knowledge of processes and rocks to a different setting. Exploring the impact of water (frozen) on the landscape. | skills this section deals with place and how the UK looks in terms of human and physical geography<br><br>Britishness – Pupils can explore the concept of migration and the types of people found in the UK. This information will give a good base to future topics exploring different people, values and cultures from around the world. | comparing cities and countries. They give a way to show inequality around the world. This will be developed when we look at other parts of the world in years 8 and 9 for example comparing disasters from countries with contrasting wealth.<br><br>What affects development this is the basis for exploring different parts of the world in year 8 and 9 and having some idea of why people live differently in other parts of the world | at secondary school. This is a cornerstone of the geography national curriculum and allows students to apply their skills and test hypotheses.<br>They will learn how to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. |
| **Assessment Opportunities:** | Every lesson has some of:<br>- A recall starter/memory geogger<br>- A plenary task<br>- A 'fix it' section to address gaps identified in knowledge<br>- Embedded AfL tasks for whole class feedback<br>- WINS tasks to develop understanding<br>- Guided reading<br>Each end of unit assessment has:<br>- 20 marks based on recall questions & answers (based on the knowledge organisers)<br>- 20 marks of multiple-choice questions<br>- 20-25 marks of extended answer questions (with some synoptic content) | | | | | |
| **Learning at Home** | Homework will be set and teacher assessed once per topic (minimum). Homework will often be recall based and will be a mixture of:<br>- Exam style questions | | | | | |

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| | - Quizzes, e.g. Microsoft forms, Seneca<br>However other tasks may be included such as longer written tasks, designing tasks etc | | | | | |
| **Key Vocabulary** | Abrasion<br>Infiltration<br>Precipitation | Raster<br>Vector<br>Relief | Carbonation<br>Metamorphic<br>Corrie | Inequality<br>Distribution<br>Tertiary | Development<br>Mortality<br>Agriculture | Evaluation<br>Hypothesis<br>Assess |
| **Spiritual, Moral, Social and Cultural concepts covered** | The Geography curriculum provides students with the opportunity to learn about and discuss current issues, whilst developing their skills of enquiry and research. Students will be supported to be critical consumers of information, and will learn how to consider the relevance of where information comes from, in order to assess its reliability and usefulness.<br>More specifically, concepts covered are:<br>Spiritual -<br>Moral – Differences in development<br>Social – British values<br>Cultural – Being British, Migration | | | | | |
| **Links to careers and the world of work** | Each topic has a spotlight on a different aspect of geography and helps to develop skills that are useful in many job sectors. Field work supports, report writing/enquiry based work. Physical topics support a wide range of jobs from geology to working for the environment agency. | | | | | |