

Intent: To build on prior knowledge from KS2: To inspire curiosity and fascination about the world, creating responsible citizens that care about the future of our planet

Year 7 Geography Curriculum Sequence

Key Stage 2 Curriculum

- Locational Knowledge
- Place knowledge
- Human & Physical Geography
- Geography Skills & Fieldwork

Careers and Aspirations: Our aim is to link each topic and the skills gained to career options using case study examples. Using varied pedagogy and resources, we aim to inspire students to learn about other countries and cultures around the world and encourage them to help tackle the issues of the future.

HT1 :Our School & Fantastic Places	HT2: Fantastic Places & Our Environment	HT3: What is distinctive about the UK?	HT4: What happens when land and water meet?	HT5: The future of Energy	HT6: Is sport sustainable?
<p>Why this topic?</p> <p>‘Our School’ is part of a whole school project based on key themes used by every subject.</p> <p>‘Fantastic Places’ in builds upon the knowledge previously learnt in ‘Our School’ and enables students to begin to grasp the concept of a wider world.</p> <p>Taking them step by step through a specific and well known place on each continent.</p>	<p>Why this topic?</p> <p>‘Fantastic Places’ in builds upon the knowledge previously learnt in ‘Our School’ and enables students to begin to grasp the concept of a wider world.</p> <p>Taking them step by step through a specific and well known place on each continent.</p> <p>‘Our Environment’ is used to introduce students to the subject of Geography and develop skills to investigate issues in our local environment.</p>	<p>Why this topic?</p> <p>This topic introduces the different Regions of the UK enabling students to be able to understand the physical, human, environmental and economic variations and similarities across the UK.</p> <p>Students will study a variety of urban and rural settlements across the UK looking at their development and how and why they have changed over time (both physically and in their economic activity). They will also study the physical landscape across the UK looking at how they have formed, how people utilize these economically and how climate change may impact upon this.</p>	<p>Why this topic?</p> <p>This combines the 2 topics of rivers and coasts and provides a basic understanding of the processes and landforms created.</p> <p>Rivers and coasts are common features of the UK landscape and will help students understand how parts of the UK they have visited have been created.</p>	<p>Why this topic?</p> <p>‘The future of energy’ explores a range of non renewable and renewable energy sources both in the UK and around the world. Students develop understanding of oil, Gulf oil spill, fracking in the UK, nuclear energy, the Fukushima nuclear disaster, wind energy and solar power. Students will use this understanding to explore sustainable transport and cities of the future.</p>	<p>Why this topic?</p> <p>‘Is sport sustainable?’ develops students understanding of sustainability through a means of sport which is something that they will have connections with. Their gained understanding surrounding sustainability will be one which is then later applied throughout KS3 and beyond.</p>
<p>National Curriculum Links Pupils will:</p> <ul style="list-style-type: none">• Fantastic places builds on their previous knowledge learnt in ‘Our School’, but begins to integrate place-based examples on different continents• Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field• Understand how human and physical processes interact to influence, and change landscapes, environments and the climate• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scales, topographical and other thematic mapping and aerial and satellite photographs	<p>National Curriculum Links Pupils will:</p> <ul style="list-style-type: none">• Fantastic places builds on their previous knowledge learnt in ‘Our School’, but begins to integrate place-based examples on different continents• Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field• Understand how human and physical processes interact to influence, and change landscapes, environments and the climate• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scales, topographical and other thematic mapping and aerial and satellite photographs• Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information	<p>National Curriculum Links. Pupils will:</p> <ul style="list-style-type: none">• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: Human geography relating to: population and urbanization; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Physical geography relating to glaciation.• Understand how human and physical processes interact to influence and change landscapes and environments; and how human activity relies on the effective functioning of natural systems.• Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom.• Interpret other thematic mapping, and aerial and satellite photographs as well as interpreting graphs.	<p>National Curriculum Links. Pupils will:</p> <ul style="list-style-type: none">• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes relating to hydrology and coasts• Understand how human and physical processes interact to influence, and change landscapes, environments• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scales, topographical and other thematic mapping and aerial and satellite photographs• Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information	<p>National Curriculum Links Pupils will:</p> <ul style="list-style-type: none">• Extend their locational knowledge and deepen their spatial and environmental awareness of the world’s countries to focus on the gulf of Mexico, Japan (nuclear), oil producing countries including Russia and the Middle East, UK (fracking).• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to the use and demand of natural resources.#• Interpret a range of sources of geographical information, including maps, diagrams combined with geographical skills in analysing and interpreting different data sources.	<p>National Curriculum Links Pupils will:</p> <ul style="list-style-type: none">• Develop their awareness of increasingly complex geographical systems in the world around them.• Develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scales, topographical and other thematic mapping and aerial and satellite photographs
<p>Teaching ‘Our School’ & ‘Fantastic Places’ supports:</p> <p>Inspiring students about their local area.</p> <p>Inspiring students about the global world around them.</p> <p>Within this topic students begin to utilise their cross-curricular links through numeracy and literacy.</p> <p>Numeracy skills (Maths lessons) with grid reference practice and data analysis of fieldwork results.</p> <p>Literacy skills (English lessons) as a result of extended writing</p>	<p>Teaching “Our Environment” & Fantastic Places supports:</p> <p>Inspiring students about their local area.</p> <p>Inspiring students about the global world around them.</p> <p>Within this topic students begin to utilise their cross-curricular links through numeracy and literacy.</p> <p>Numeracy skills (Maths lessons) with grid reference practice and data analysis of fieldwork results.</p> <p>Literacy skills (English lessons) as a result of extended writing</p>	<p>Teaching ‘What is Distinctive about the UK’ supports:</p> <p>Inspiring students to learn about different Regions and locations within the UK looking at them both from a Physical Geography and Human Geography viewpoint.</p> <p>Helping students understand how the different regions of the UK’s vary and how they are affected by a range of issues.</p> <p>Deepens pupils understanding of how physical and human geography interact and impact upon each other.</p> <p>Numeracy is used when describing data and being able to read varying charts and graphs – along with manipulating.</p> <p>Literacy skills (English lessons) as a result of extended writing</p>	<p>Teaching ‘What happens when water & land meet?’ here supports:</p> <p>Inspiring students to learn about different parts of the UK landscape.</p> <p>Helping students to understand the impact of climate change on these processes and landscapes.</p> <p>Numeracy skills (Maths lessons) with grid reference practice and data analysis of fieldwork results.</p> <p>Literacy skills (English lessons) as a result of extended writing</p>	<p>Teaching ‘The Future of Energy’ here supports:</p> <p>Inspire in pupils with knowledge about diverse places, resources and natural environments, together with a deep understanding about the future of energy.</p> <p>Deepen pupils understanding of the interaction between renewable and non renewable energy.</p> <p>It supports Physics lessons looking at different ways to produce energy.</p> <p>Numeracy is used when describing data and being able to read varying charts and graphs – along with manipulating.</p> <p>Literacy skills (English lessons) as a result of guided reading, ‘The Day’ news articles & extended writing</p>	<p>Teaching ‘Is sport sustainable?’ here supports:</p> <p>Inspiring students to learn about a range of different places through the means of different sports.</p> <p>Helping students understand the impact of sports on the future of the planet</p> <p>Numeracy skills (Maths lessons) with the ability to read varying charts and graphs- along with manipulating</p> <p>Literacy skills (English lessons) as a result of extended writing</p>
<p>‘Our School & ‘Fantastic Places’ feeds from:</p> <p>KS2: Name and locate countries and cities around the world and identifying their individual human and physical characteristics.</p> <p>KS2: Beginning to understand geographical similarities and differences through the study of human and physical geography of different places around the world.</p> <p>KS2: Human geography, including different types of settlement, and gradual and rapid land use change over time.</p> <p>KS2: Using the 8 points of a compass. This builds upon their previous knowledge and spatial awareness of where places are.</p>	<p>‘Fantastic Places’ and ‘Our Environment’ feeds from:</p> <p>KS2: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p> <p>KS2: Name and locate countries and cities around the world and identifying their individual human and physical characteristics.</p> <p>KS2: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>KS2: Human geography, including types of settlement and land use</p> <p>KS2: Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>‘What is distinctive about the UK’ feeds from:</p> <p>KS2: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>KS2: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>KS2: Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>KS2: describe and understand key aspects of human geography, including types of settlement and land use and economic activity</p>	<p>‘What happens when water & land meet?’ feeds from:</p> <p>KS2: Describe and understand key aspects of rivers and the water cycle</p> <p>KS2: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>KS2: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>KS2: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>‘The Future of Energy’ feeds from:</p> <p>KS2: Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>KS2: Locational knowledge: locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>KS2: Human geography: describe and understand key aspects of the distribution of natural resources including energy and minerals.</p> <p>KS2: Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>‘Is sport sustainable?’ feeds from:</p> <p>KS2: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics: land-use patterns; and understand how some of these aspects have changed over time</p> <p>KS2: human geography, including: types of settlement and land use, economic activity including trade links</p>