

Yearly overview Year 7

Subject : Geography

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Prior Knowledge:</b>	<b>Prior Knowledge:</b>	<b>Prior Knowledge:</b>	<b>Prior Knowledge:</b>	<b>Prior Knowledge:</b>	<b>Prior Knowledge:</b>
<p>Building on knowledge taught from KS2. Most students would have had some contextual world knowledge of locations, places, and geographical features. Students should have knowledge of the world including Europe, North and South America and the local area. Building on understanding conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space. The activities for each lesson focus on identifying pupil knowledge of the areas of the world identified in KS2 of the National Curriculum.</p>	<p>This theme builds on prior learning at KS1 and KS2, students should have developed a basic understanding of weather, the seasons and climate in different parts of the world. Students should understand the water cycle. Builds on skills learnt in theme 1; direction and compass points</p>	<p>This theme builds on knowledge which they gain for KS2 national curriculum, students should know about biomes, including rainforest, and the resources within them. This will build on what knowledge they have learnt from KS2 around different rocks and how they are formed. Theme 2 introduced relationships into how and why places thrive and why they struggle due to their climate conditions. Using skills in theme 1 to investigate OS.</p>	<p>Students will build on what they have learnt from theme 2 and 3 and how this enables economies to grow. This is the first human geography theme students have studied, it will build on knowledge of how human interact with the world which they would have covered within KS2.</p>	<p>Building on Theme 4, What is economy, students will build their knowledge on human geography. They will be able to understand the link between weather and climate, natural resources, and a stable economy and how this then builds development.</p>	<p>Building on NC KS2 and theme 1 to locate countries and continents around the world. Students will build on what they learnt from Theme 2, What is Weather to introduce the concept of climate. Students will build on how weather influences the environments. Builds on the knowledge that they would have gained within KS2 around biomes and rainforests.</p>
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3:</b>	<b>Term 4:</b>	<b>Term 5:</b>	<b>Term 6:</b>
<p><b>Theme 1: What is a geographer?</b> This is a transitional unit from KS2 to key stage 3. Students are introduced to the three aspects of the world: human, physical and environmental. Students are taught how to locate and name the</p>	<p><b>Theme 2: What is weather?</b> The theme introduces the principal elements of weather and climate, temperature rainfall, air pressure, wind and sunshine.</p>	<p><b>Theme 3: Are we running out of resources?</b> Students will learn about what natural resources are and the interrelationship with how human use them. To under the four layers of the earth and how they</p>	<p><b>Theme 4: What is an economy?</b> Students understand what is mean by economy, trade, ports, globalisation, containerisation and economic sectors and the link that how to how a place grows.</p>	<p><b>Theme 4: What is development?</b> Students will understand the concept of development, and what that looks like. Students will understand the picture of development nationally and globally.</p>	<p><b>Theme 5: What are the climate and environments around the world?</b> Students will understand the key concept of climate and how it varies across the world. Students will understand what a climate zone is and</p>

<p>world's continents and oceans, locate name countries in Europe, North and South America. Students will begin to identify human and physical features of localities. Students are introduced to how the planet has evolved through time and exploration. Students are taught to locate and describe places using latitude and longitude. To be able to use and understand Ordnance survey map skills, scale, grid references, height, direction and aerial photos. Be introduced to new geographical terminology.</p>	<p>Students will learn how weather effects our everyday lives. Pupils will understand the key difference between weather and climate. Students will learn the weather and climate of the UK, being able to explain the weather patterns of the UK. Understand the basic principles, process and patterns of weather and climate. Understand how weather is measured, recorded and forecasted. Students will learn to use synoptic code, weather charts and satellites to analyse weather patterns. Understand and produce climate graphs. Interpret maps for the UK and the work.</p>	<p>interconnect the earth resources. To understand the concept of geological time. To understand the uniqueness of rocks and how humans use them as a resource. To understand the importance of soil. different biomes across the world and how they interact with the climate to produce natural resources. Students look at the importance of water and oil and understand where and why it is found. To understand the importance of electricity and how renewable energy can produce electricity. Introduces the geographical theme of sustainability. Understand the interconnection between earths systems and spheres and how this has caused resources to be used. Understand the reliability that humans have on natural resources.</p>	<p>Students understand the relationship of the features to a region and its economy. Students are introduced to the different economic sectors and how these interlink with the level of economic activity. Students understand how economies evolve through time. Understand how places are interconnected and interdependent through trade. To be able to explain the impact of economic activities on the environment. Build on geographical skills by analysing aerial photos to determine locations. Build on the knowledge of sustainability and how this can be achieved economically.</p>	<p>Students will understand the different social and economic measure of development. Students will understand how development changes over time and introduced to BRICS and how their development has progressed in recent years. Students will be taken through what is meant by inequality and how inequality impacts the UK and the world. Students will study at a global, regional, and regional scale to see how inequality exists in the world. Students will understand the concept of poverty, what causes it and the barriers to escape poverty. Students will understand how gender and development can be both a cause and a solution of global equality and assess the role of the global community in sustainable development.</p>	<p>how they influence the environment within them. Students will be taken through what an ecosystem is and the different levels of ecosystems that exist within the world. Students will be taken through the different levels of biomes on a local, regional, and national scale. Students will have the opportunity to further explore different biomes with looking at ecosystems within the school. Students will then be taught what a biome is and understand the specific characteristics within each biome. Students will then undergo a project designing a biome of their choice.</p>
Future Knowledge:	Future Knowledge:	Future Knowledge:	Future Knowledge:	Future Knowledge:	Future Knowledge:
<p>Skills learnt in this will be used in all future themes. Students will be eventually expected to use six-figure and identify features using OS symbols as a matter of routine.</p>	<p>Students will use the knowledge of why and how different places experience different weather in future place study units, e.g. Russia, Asia, Africa, Middle East. This theme allows student</p>	<p>Students will build on their knowledge as to why natural resources occur within the world. Understand the importance of resources and how they help build an economy.</p>	<p>Employment and economic structure are revisited through KS3. Within the place studies, Students will further build on their knowledge what an economy is and how the relationship between</p>	<p>Understanding development is fundamental for a student's journey through Geography. Students will build on their knowledge of development through locational studies looking</p>	<p>Students will have the opportunities to further progress in locational knowledge of the world throughout KS3. Themes will focus of Asia, Africa, and the Middle East. Students will have the</p>

	<p>the basics to explain climate change and ice ages.</p> <p>Builds on their knowledge to understand how the earth interacts in terms of weather and climate and how that produces natural resources.</p> <p>Provides the basic knowledge for GCSE for units 1.3 Environmental Challenges and 2.3 Environmental Threats to Our Planet.</p>	<p>Provides basic knowledge for GCSE why are natural ecosystems are important? Why should tropical rainforest matter to us? Natural resources are one of the key factors in building a successful economy. This understanding will be built upon within the next Theme 4: What is an economy? Throughout the themes the interactions between the earth, natural resources and how peoples affect the planet will be investigated. Theme 4, bring together the impact of globalisation on the Earth's spheres, as well as the need for sustainability. Provides basic knowledge for GCSE for 2.3 Environmental Threats to Our Planet.</p>	<p>weather and natural resources and how that will build on to different levels of development. Employment and economic structure are revisited throughout the rest of the Themes including in the regional units where students will investigate economic structure of different regions. Concepts of trade and globalisation are progressed within KS3. Provide knowledge for GCSE for 1.2.1 How the UK is connected to many countries and places, which builds on the UK major trading partners and the UK major imports and exports.</p>	<p>at Asia, Africa, Russia, and the Middle East. Students will be taken through the different geomorphic process and how they impact development when they investigate coasts and rivers. Provides the basic knowledge for GCSE for 1.2 People of the UK and 2.2 People of the Planet.</p>	<p>ability to do a comparison study between a place in Africa and a place in Asia. Students will be able to build on knowledge on why places are the way they are due to climate, human and physical features.</p>
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