

Year 7: Curriculum Intent

Our students arrive at the school with a range of geographical experiences, so we are conscious of the need to provide students the opportunity to display their learning from KS2 by asking them the key question of ‘What is Geography?’ allowing for collaboration within the classroom and the development of the student, teacher relationship. Students are then taken on a journey through the use of OS maps which begins in schemata 2: How can we use maps to explore the U.K?, to investigate how the physical and human aspects of geography interact in both the local, regional and national scale by developing essential map skills. These map skills are fundamental to their journey through KS3 and KS4 geography and are skills that can be used throughout this journey. Students then begin to focus on schemata 3: How is the U.K landscape changing?, with a focus on how the physical landscape of the U.K is changing in the Lake District as well as how the urban landscape of Manchester is changing. This helps to introduce the two main concepts of geography for students and how to make connections between the two. Students revisit the analysis of OS maps to describe and explain the changing landscape of the Lake District and the physical **processes** at play that have created the landscape. They will also use OS maps to describe and explain the changing urban landscape of Manchester, investigating periods of industrialisation, de-industrialisation and regeneration. The ‘What is life like for the people of the U.K?’ unit marks the shift towards a more human geography focus for the first time. Students explore the procedural knowledge of the reasons behind the changes the U.K has seen in its population. This links to historic reasons, such as internal migration during the industrial revolution, as well as more recent **changes**, such as where people live in the U.K today. The ‘What is the weather and climate of the U.K like?’ unit marks a shift towards a more physical geography focus for the first time. Students explore the procedural knowledge of how weather data is collected to determine the climate of a **place**. This learning is then applied to the real world through a microclimate enquiry. Students analyse the temperature and wind speeds at various sites around the school site to judge the influence of the school building on results. Primary data is then analysed and presented back in the classroom for conclusions to be drawn. This builds a strong foundation for GCSE fieldwork completed in year 10. Overall, year 7 students learn to appreciate how physical and human factors combine to **change** landscapes over time at a local, regional and national scale. All learning links back to the **ELT connected curriculum concepts: Cause and effect, Power, Influence, Significance, Appreciation and Structures as well as the 6 Geography concepts: Place, Perspectives, Processes, Patterns, Change and Interconnections.**

Year 7 Essential Knowledge Summary		
Schemata 1: What is Geography?	Schemata 2: How can we use maps to explore the U.K?	Schemata 3: How is the rural landscape of the U.K changing?
Composite knowledge: Students will gain an understanding of what it means to be a geographer. Students are encouraged to share their own experiences of the subject through KS1 and KS2 to determine a commonly agreed definition of the subject. The skills of a geographer are introduced through the lens of being a detective. Locational knowledge is introduced through the study of continents and oceans / countries and capitals Component knowledge: Foundational knowledge: Declarative knowledge: - Geography is the study of the earth’s landscapes, people, places and environments. - Physical geography is the study of the natural world - Human geography is the study of human activity on our planet. - Environmental geography is the study of the interactions between human and physical processes. - There are 7 continents and 5 oceans. - Continents contain counties. Each country has a capital city. Procedural knowledge: - Collaboration to share previous experiences of geography at KS2. - Creating enquiry questions based on a variety of sources. Upper Hierarchical knowledge: - Analysing the percentage of the Earth’s surface covered by continents and oceans. - Comparison of continent size and population size.	Composite knowledge: Through O.S maps students develop skills which allow them to understand, use and create maps. Increased confidence with their own mapwork skills and understanding how these might be applied to everyday life will help to equip students with one of the most important geographical tools.. Component knowledge: Foundational knowledge: Declarative knowledge: - An O.S map is a detailed map produced by Ordnance Survey - Maps use symbols and colours to represent real-world features. - A map key explains what symbols mean. - Grid references are used to locate places on a map. - A four-figure grid reference identifies a grid square. - A six-figure grid reference gives a more precise location within a grid square. - Grid references are read eastings first, then northings - ‘along the corridor, up the stairs’ - Contour lines join places of equal height above sea level. - Scale shows the relationship between distance on the map and distance on the ground. - Relief describes the height and shape of the land. - North lines/grid north help users establish direction. - O.S maps can be used to identify physical features (rivers, hills, valleys) and human features (roads, settlements, buildings). Procedural knowledge: - O.S maps can be used to identify land use patterns - Symbols are used on O.S maps to represent physical and human features. 4 and 6 figure grid references can be used to determine location on an O.S map. - Real life distances can be calculated using scale. - Relief can be shown on a map using contour lines. . Upper Hierarchical knowledge: - Maps are representations of real places that use agreed conventions to communicate geographical information. - O.S maps allow geographers to understand both the physical and human characteristics of a place without being physically there.	Composite knowledge: Students will begin to understand how the history of a location can change the landscape and create physical features that we can see today. Students will also develop an understanding of how living in rural areas of the U.K offers different opportunities and challenges to the people living there compared to where they live.. Students explore how rural areas grow and change through different processes. Students will also use their O.S map skills to develop their understanding of the area of the Lake District. Through Ordnance Survey (O.S) maps students develop skills which allow them to understand, use and create maps. Increased confidence with their own mapwork skills and understanding how these might be applied to everyday life will help to equip the students with one of the most important geographical tools. Component knowledge: Foundational knowledge: Declarative knowledge: - Glaciers erode and transport material. - U-shaped valleys, corries and aretes are glacial landforms of erosion. - The UK has several glacial landscapes. - Tourism is an important part of the rural economy. - Tourism can cause erosion, congestion and pollution. - Different stakeholders have different interests within the rural landscape of the UK. Procedural knowledge: - Identify and annotate glacial landforms. - Interpret O.S maps of glacial landscapes. - Use photographs, maps and data to identify tourism impacts. - Investigate the views of different stakeholders. - Evaluate tourism management strategies. - Extended writing (PEDaL paragraphs) Upper Hierarchical knowledge: - Glacial landscapes are not static environments and are continually changing as physical processes interact with human pressures, especially tourism. - Tourism creates both opportunities and conflicts, meaning that managing rural landscapes requires decisions about how to balance environmental protection, economic prosperity and the quality of life for local communities.

	O.S map skills support geographical decision-making, such as planning routes, comparing locations and understanding accessibility.	
Schemata 4: How is the urban landscape of the U.K changing?		Schemata 5: What is the weather and climate of the U.K like?
Composite knowledge: Students will begin to understand how living in cities offers different opportunities and challenges to the people living there. Students explore how urban areas grow and change. Contrasts and similarities between different areas of Manchester are examined. Component knowledge: Foundational knowledge: Declarative knowledge: - Settlement site is influenced by a range of physical factors. - Settlements can be categorised and fit into a hierarchy depending on number of, population size and available services. - Settlements can have different patterns of land use. - Urban areas change over time and create distinctive zones (Burgess Model). - Inner city Manchester has experienced change (Industrialisation, De-industrialisation and Regeneration). - Urban regeneration creates opportunities and challenges for different stakeholders. - Sustainable urban areas consider social, economic and environmental issues both now and in the future. Procedural knowledge: - Map analysis to determine patterns of settlements; linear, nucleated and dispersed. - Use maps and aerial photographs to identify settlement patterns. - Use evidence to explain why settlements have developed in particular locations. - Describe how settlement patterns change from rural to urban areas. - Interpret the relationship between physical and human factors and settlement locations. - Extended writing (PEDaL paragraphs) Upper Hierarchical knowledge: - Analysing inequalities in urban areas through the analysis of house prices. - Urban regeneration can be used to resolve urban inequalities but often increases these inequalities (gentrification). - Limitations of the Burgess model		Composite knowledge: The location of the U.K creates very changeable weather with increasing instances of extreme weather events. Within this topic students develop an understanding of why this is the case. Fieldwork skills are developed too with an investigation into the microclimates that exist around our school campus. Component knowledge: Foundational knowledge: Declarative knowledge: - Weather is the day-to-day conditions in the atmosphere. - Climate is the average weather conditions of a particular place. - The climate of a place is largely influenced by latitude. Other factors are important too. - The climate of the U.K is influenced by a wide range of factors. - U.K weather is changeable due to air masses and air pressure (anticyclones and depressions) - Microclimates help to explain small scale variations in weather. Procedural knowledge: - Accurate descriptions of climate are based on accurate collecting of data on the weather. - Collecting reliable data for a microclimate enquiry around the school campus. - Reliable conclusions for geographical enquiries rely on reliable data collection through teamwork. - The success of future geographical enquiries rely on thorough evaluation of methods. - Extended writing (PEDaL paragraphs) Upper Hierarchical knowledge: - The climate of the U.K has a significant impact on human activity. - Collecting accurate weather data allows for changes to be observed over time (understanding of our knowledge on climate change).
Year 7 Final Composite Knowledge End Point		
- Students understand 'What is Geography' - The difference between physical, human and environmental geography. - How latitude influences biodiversity. - The opportunities and challenges of life in rural areas of the U.K. - The opportunities and challenges of life in urban areas of the U.K. - O.S maps can be used to analyse patterns of land use in the U.K. - To use stakeholder views to evaluate tourism management strategies.		