

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 UK?, 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 UK landscape changing?, with a focus on how the physical landscape of the UK 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 UK?’ 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 UK 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 UK today. The ‘What is the weather and climate of the UK 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. Year 7 ends with the schemata: What are the challenges the UK faces?, which marks the end of the students focusing solely on the UK. By focusing on some of the challenges that the UK’s changing landscape faces. 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.		
Year 7 Essential Knowledge Summary		
Schemata 1: What is Geography?	Schemata 2: How can we use maps to explore the UK?	Schemata 3: How is the UK landscape 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: - To be able to explain that Geography is the study of the earth’s landscapes, people, places and environments. - To be able to explain the difference between physical geography (the study of the natural world), human geography (the study of human activity on our planet) and environmental geography (the study of the interactions between human and physical processes) - To know there are 7 continents and 5 oceans, their names and locations. - To know that continents contain counties and each country has a capital city and be able to provide some examples. - How latitude and longitude works to locate places on the world map. 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 Earths surface covered by continents and oceans. - Comparison of continent size and population size.	Composite knowledge: Students will begin to develop knowledge of OS maps and the skills needed to investigate their local area as well as on a regional and national scale. The skills developed within this topic are a fundamental aspect of being a successful geographer and are used throughout KS3 and KS4. Component knowledge: Foundational knowledge: Declarative knowledge: - The purpose of symbols when using maps to describe a location - To know the process to create a 4 and 6 figure grid reference - To be able to label a 16-point compass. - To know that scale and distance are used on an OS map to re - present an area. Procedural knowledge: - To use map symbols to describe the local area around the school. - To be able to describe a features location on an OS map using 4 and 6 figure grid references. - To be able to use a 4 and 6 figure grid reference to identify a feature on a map. - To be able to use a scale to calculate distance on an OS map. Upper Hierarchical knowledge: - To be able to use all of the map skills collectively to demonstrate an understanding of a local area and its features.	Composite knowledge: Students will begin to understand how the UK landscape is changing in relation to both physical geography and human geography. Component knowledge: Foundational knowledge: Declarative knowledge: - To understand what a landscape is and be able to link this to both physical and human geography. - To understand how physical processes have shaped the Lake District through glaciation. - To be able to understand the rock cycle and how the geology of the landscape influences the features that can be identified. - To understand how urban areas change over time and create distinctive zones. - To understand how inner city Manchester has experienced different stages of change over time (industrialisation, de-industrialisation and regeneration) - To understand that regeneration creates both challenges and opportunities. Procedural knowledge: - To use the Burgess Model to understand urban patterns. - Identify physical and human features on an OS map to develop an understanding of a landscape. Upper Hierarchical knowledge: - To unpick a series of OS maps to understand how physical and human features across landscapes in the UK change overtime.
Schemata 4: What is the population of the UK like?	Schemata 5: What is the weather and climate of the UK like?	Schemata 6: What are the challenges the UK faces?
Composite knowledge: Component knowledge: Foundational knowledge: Declarative knowledge: - To identify reasons why the UK’s population has changed historically. - Be able to suggest reasons why London is a populous city - To know how globalisation has had an impact on the UK. Procedural knowledge:	Composite knowledge: Students will begin to develop an understanding on how the location of the UK creates very changeable weather with increasing instances of extreme weather events. Fieldwork skills are developed too with an investigation into the microclimates that exist around our school campus. Component knowledge: Foundational knowledge: Declarative knowledge: To know the difference between weather (the day-to-day conditions in the atmosphere) and	Composite knowledge: Students will begin to develop an understanding on how the location of the UK creates a variety of challenges. The UK then has to find reasonable solutions to tackle these challenges. Component knowledge: Foundational knowledge: Declarative knowledge: - To understand how poverty can impact the lives of people within the UK. - To understand where in the UK is typically wealthier and why. - To understand patterns of crime across the UK.

• Analysis of a range of maps to describe the distribution of population across the UK. • Analysis of a range of maps to describe national patterns relating to different types of jobs and income. Upper Hierarchical knowledge: • Extended writing in the milestone relating to globalisation to give an opinion with evidence to back it up.	climate (the average weather conditions of a particular place). • To know that the climate of a place is largely influenced by latitude. Other factors are important too. • To know that the climate of the U.K is influenced by a wide range of factors. • To know the U.K weather is changeable due to air masses and air pressure (anticyclones and depressions) • To understand the concept of microclimates and how they help to explain small scale variations in weather. Procedural knowledge: • To be able to accurately describe the climate based on accurate collecting of data on the weather. • To be able to collect reliable data for a microclimate enquiry around the school campus. • To be able to create reliable conclusions for geographical enquiries rely on reliable data collection through teamwork. • To be able to explain that the success of future geographical enquiries rely on thorough evaluation of methods. • To practice extended writing in a geographical format, including the method of the PEDaL paragraph. 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).	• To understand how water supply varies across the UK. • To understand patterns of pollution across the UK. • To understand how energy is created in the UK. Procedural knowledge: • Analysis of a range of maps to describe the patterns of poverty, wealth, crime, water, pollution and energy across the UK. • To complete a decision making exercise to demonstrate an understanding of energy supply in the UK. Upper Hierarchical knowledge: • To make connections between the patterns of poverty, wealth, crime, water, pollution and energy to build up an understanding of which parts of the UK struggle with what problems. • To be able to demonstrate an understanding of how life looks in different regions of the UK.
Year 7 Final Composite Knowledge End Point		
• Students understand ‘What is Geography?’ • The difference between physical, human and environmental geography. • How to use latitude and longitude to locate places on the world map. • O.S maps can be used to analyse patterns of land use in the U.K. • O.S maps can be used to identify changes in both physical and human landscapes over time in the UK. • That the UK’s population has changed historically and will continue to change in the future. • That globalisation has had an impact on the UK. • The UK’s weather is changeable due to a variety of factors. • To conduct a small fieldwork investigation on microclimates across the school campus. • To know that the UK has a variety of challenges that it faces and how the UK tries to overcome them.		