

Year 7 Topics

In Year 7 we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition: to know... That (declarative) how to (procedural)	Department priorities	Homework	Key Tier 3 vocabulary	Skills and enrichment opportunities
1 What is Geography?	To understand the physical and human geography of the British Isles and the interactions between them. To develop core geographical map and data skills that underpin proficiency in map use and data analysis. Links to KS2 knowledge of human and physical geography as well as place	<p>... That Geography can be categorised into three main sections; human, physical and environmental</p> <p>Key Questions: <i>What are the 3 Branches of Geography?</i> <i>How do different topics fit into the 3 geographical branches?</i> <i>What geography do you prefer and why?</i></p>	Guided reading 1 Metacognitive strategies for describing maps – TEA technique used. Model answers to be shown and teacher led modelling to introduce technique.	Key words / definitions	Physical Geography, Human Geography, Environmental Geography	<p>a) <u>Subject specific Skills</u> Location skills Observational skills Mapping skills Direction Scale and distance OS Map reading Use of symbols Grid references OS Map interpretation Exam question technique Using an Atlas</p>
		<p>...That the British Isles is made up of 5 countries and is different to the UK</p> <p><i>What is the British Isles?</i> <i>Where are the key cities in the British Isles?</i></p>	TEA technique to describe distribution of cities on map.		British Isles, England, Scotland, Wales, Northern Ireland, Republic of Ireland, city, distribution	<p>b) <u>Numeracy</u> Accurate measurement Data presentation Categorisation Prioritising Plotting graphs Interpreting graphs Trend and pattern analysis</p>

	<p>and locational knowledge and further develops these skills.</p> <p>Ladders towards Further use of Atlas and map reading throughout KS3 and KS4. Locational skills will be revisited frequently e.g. continent and oceans, topic specific locations throughout KS3 and KS4</p>	<p><i>How are key cities distributed in the British isles?</i> <i>Why are key cities are distributed this way?</i></p>				<p>c) <u>Literacy</u> Exam question technique Justification and conclusion</p> <p>d) <u>Reading</u> Map and Atlas reading</p> <p>e) <u>Cultural Capital</u> Awareness of British Isles and countries within. Understanding of location of seas and oceans</p> <p>f) <u>Links to National Curriculum</u> Equips pupils with knowledge about local places, people, and environment, physical and human processes. A range of geographical resources are used including OS Maps, Atlases, photographs</p>
		<p>... How to accurately map physical features throughout the British Isles</p> <p><i>What are the physical Features of the British Isles?</i> <i>What are the main seas and oceans around the British Isles?</i> <i>What are the links between physical and political features of the British Isles?</i></p>	<p>Strategies – TEA for describe tasks</p>		<p>British Isles, ocean, sea, river, mountain, highland, lowland, physical features, human features</p>	
		<p>... How to describe location using latitude and longitude</p> <p><i>What and where are our continents?</i> <i>What and where are our oceans?</i> <i>What are lines of latitude?</i> <i>What are lines of longitude?</i></p>			<p>Continent, North America, Europe, Africa, Asia, Antarctica, South America, North America, Oceania, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, latitude, longitude, location, Greenwich, meridian, equator, degrees, north, south, east, west</p>	

		<p><i>How do latitude and longitude work together to establish global location?</i></p>				
		<p>...That maps can have many uses and can be very useful for people in a number of ways</p> <p><i>Why are maps useful to people?</i></p> <p><i>How do we interpret map symbols?</i></p> <p><i>How do we use map directions?</i></p> <p><i>How do we use scale to establish map distance?</i></p> <p><i>How do we calculate grid reference?</i></p>	<p>Map symbols – 4 mark question.</p> <p>Metacognitive strategies – BLT</p>	<p>Written homework – grid references and direction</p>	<p>Symbols, scale, direction, grid reference, 4 figure, 6 figure, height, contours, map, key</p>	
		<p>... How to use a variety of methods to present Geographical data</p> <p><i>What is data presentation?</i></p> <p><i>How can we measure environmental quality?</i></p> <p><i>What is continuous and discrete data?</i></p> <p><i>How do we plot simple and divided bar charts?</i></p>			<p>Data presentation, environmental quality, litter, green space, graffiti, wildlife, traffic, crowded, crime, , bar chart,</p>	

		<i>What can we conclude about the environmental quality of JPA?</i>				
Topic	Rationale	Knowledge acquisition: to know that			Key tier 3 vocabulary	Skills and enrichment opportunities
2 Tourism & Employment	To understand the economic importance of the tourist industry at a variety of scales, the benefits and issues it presents and how issues can be resolved through a sustainable approach.	<p>...That tourism has changed over time as a results of many factors</p> <p><i>What is tourism? What is a tourist? How has tourism changed in time and space? Why tourism has increased?</i></p>	Changing tourism – 4 mark question Metacognitive strategies used to tackle ‘explain’ command word (BLT) Use of TEA technique to describe tourism trends over time.	Key words / definitions	Tourist, Tourism, Mass Tourism, Ecotourism, Fair Trade Tourism, Trend, Anomaly	<p>a) <u>Subject Specific Skills</u></p> Location skills Observational skills Mapping skills Identifying issues Resolving problems Decision making <p>b) <u>Numeracy</u></p> Data presentation Prioritising Interpreting graphs Trend and pattern analysis
	<p>Links to Previous topic with map reading skills.</p> <p>Ladders towards</p>	<p>...That some locations worldwide are more / less popular with tourists.</p> <p><i>Where do people go on holiday? Where are the top 10 tourist destinations? Where are the world's popular and emerging destinations located?</i></p>	‘Describe’ 3 mark question – Metacognitive strategies used (TEA) Guided disciplinary reading	Human and physical attractions – written homework	Specialist holidays, Fair trade tourism, event tourism, wilderness tourism, developing countries	<p>c) <u>Literacy</u></p> Exam question technique Interpretation of command words e.g. describe & explain Using BLT language technique <p>d) <u>Reading</u></p> Disciplinary reading – Why is Tourism growing

Further development of locational knowledge and map reading skills throughout KS3 and KS4. Links to economic development in year 8 and KS4 (year 10)	<i>Why are developing countries becoming more popular tourist destinations?</i>				around the world in new destinations? Map reading
	...That tourism can create both positive and negative impacts <i>What are the positive impacts of tourism? What impacts are created by tourists? How are places around the world affected by tourism?</i>	Extended writing – Metacognitive strategies (BLT and BUG)		Litter, Jobs, Economy, Building, Profit, Impact, Culture, positive, negative, social, economic, environmental	e) <u>Cultural Capital</u> Identifying issues – social, economic and environmental Resolving problems Decision making f) <u>Links to National Curriculum</u> Equips pupils with knowledge about diverse places, people, resources, environment, physical and human processes. A range of geographical resources are used including OS Maps, Atlases, photographs Focus is given to a case study in Kenya on Ecotourism
	...That tourism can create many disadvantages for people and the environment <i>How does tourism present challenges to countries? How does tourism negatively affect richer and poorer countries? Where is Cuba and which areas are most popular for tourists to visit? Why is tourism popular in Cuba and how has it</i>			Choropleth map, Social economic environmental, culture, opportunities, challenges,	

		<p><i>had an effect on the country?</i> <i>Is tourism an exploitative industry?</i></p>				
		<p>...That tourism has created a number of impacts for Kenya</p> <p><i>Tourism</i> <i>Where is Kenya?</i> <i>What is the background of Kenya?</i> <i>What tourist attractions are in Kenya</i> <i>What are the advantages and disadvantages of tourism in Kenya?</i></p>	<p>4 mark question – BLT strategy</p>		<p>Coast, Hemisphere, Equator, Ocean, Latitude, Longitude, Safari, National Park, Culture, Pollution, Wildlife, mass tourism, ecotourism</p>	
		<p>...That tourism can create a variety of jobs from different sectors of employment</p> <p><i>What are the different sectors of employment?</i> <i>How are Jobs created by tourism?</i> <i>What are the different jobs in tourism?</i> <i>How relatively important are tourist jobs?</i></p>			<p>Primary Jobs, Secondary Jobs, Tertiary Jobs, Multiplier Effect,</p>	
Topic	Rationale	Knowledge acquisition: To know that			Key Tier 3 vocabulary	Skills and enrichment opportunities

3 Rivers	<p>To understand the important part that rivers play in our environment and their many social, environmental and economic impacts.</p> <p>Links to KS2 knowledge of rivers and processes. Locational Knowledge from topics 1 & 2 is further consolidated.</p> <p>Ladders towards KS4 physical landscapes topics as well as KS3 Coastal processes which is studied in year 8.</p>	<p>...That the hydrological cycle has a variety on inputs, flows and outputs.</p> <p><i>What is the hydrological cycle?</i> <i>What is the sequence of the hydrological cycle?</i> <i>How do the elements of the hydrological cycle interact?</i></p>		Key words / definitions	Hydrological cycle, precipitation, condensation, evaporation, groundwater flow, run-off, transpiration, infiltration, surface water, transpiration, interception, throughflow, percolation	<p>a) <u>Subject Specific Skills</u> Location skills Observational skills Sketching skills Mapping skills Justification and conclusion Categorisation Exam question technique Prioritising</p>
		<p>...That erosion and transportation are two of the main processes which occur within a river. There are 4 different types for each.</p> <p><i>What river processes take place in a river channel?</i> <i>What are the key processes of erosion?</i> <i>What are the processes of transportation in a river channel?</i></p>			Erosion, deposition, landform, weathering, abrasion, attrition, solution, hydraulic action, transportation, traction, saltation, suspension, solution.	<p>b) <u>Numeracy</u> Data presentation Categorisation Trend and pattern analysis Data presentation</p> <p>c) <u>Literacy</u> Justification and conclusion Exam question technique Issue evaluation</p>
		<p>... How to recognise landforms of erosion on a river and explain their formation</p>	'Explain' question using BLT method and sequencing tool		Interlocking spurs, V-shaped valley, waterfall, tributary, gorge, floodplain, meander, ox-bow lake, estuary, sea, hard rock,	<p>d) <u>Reading</u> Map Reading Interpreting sources</p> <p>e) <u>Cultural Capital</u> Identifying issues Resolving problems Decision making</p>

		<p><i>What are erosional landforms?</i></p> <p><i>How does a waterfall form?</i></p> <p><i>How does a V-shaped valley form?</i></p>			soft rock, plunge pool, overhang, undercut,	Issue evaluation
		<p>... How to recognise landforms of deposition on a river and explain their formation</p> <p><i>What are depositional landforms?</i></p> <p><i>What is a meander and how does it form?</i></p> <p><i>How does and ox-bow lake form?</i></p>	4 mark question Using BLT strategy and sequencing tool.		Deposition, meander, fastest current, slowest current, deep, shallow, slip off slope, ox-bow lake, lateral erosion	<p>f) <u>Links to National Curriculum</u></p> <p>A range of geographical resources are used including OS Maps, Atlases, photographs</p> <p>Equips pupils with knowledge about diverse places, people, resources, environment, physical and human processes</p>
		<p>... How to describe the changes in the long profile of a river as it moves from source to mouth.</p> <p><i>What is the long profile of a river?</i></p> <p><i>How does the long profile change from source to mouth?</i></p> <p><i>What specific features of long profiles are there?</i></p>	River Tees guided disciplinary reading		Long profile, watershed, tributary, confluence point, source, main channel, V shaped valley, valley, floodplain, gradient, erosion, deposition, waterfall.	
		<p>...That there are several factors which can</p>	'Explain' question using	Compulsory written –	Risk, tributaries, soggy soil, impermeable rock, steep slopes,	

		<p>increase and decrease flood risk.</p> <p><i>What causes flooding?</i> <i>How is flood risk increased?</i> <i>How is flood risk reduced?</i></p>	BLT method and sequencing tool	Boscastle Causes of flooding	deforestation, built up areas, heavy rain, floodplain, impermeable surface, human, physical, infiltration.	
		<p>...That flooding can cause social, economic and environmental impacts. Case study - Cumbria</p> <p><i>What are the impacts of flooding?</i> <i>What is the difference between short and long term impacts?</i> <i>How do the impacts affect different activities?</i></p>			Cumbria, flooding, community, social, environmental, economic, impact, damage, tourism, property, short term, long term.	
		<p>...That hard and soft engineering are methods which can manage river flooding.</p> <p><i>How can we manage river flooding?</i> <i>How can we increase velocity, discharge and capacity?</i></p>	River management 4 mark question using BLT and sequencing tool as a metacognitive strategy. Evaluation task		Flooding, impermeable, velocity, discharge, capacity, levee, embankments, dams, channel straightening, flood relief channel, reservoir, Flood warning systems, afforestation, flood plain zoning	

		<p><i>What is hard engineering?</i></p> <p><i>What is soft engineering?</i></p> <p><i>Which engineering technique is best?</i></p> <p><i>What are the advantages and disadvantages of hard and soft engineering strategies</i></p>				
4 Energy	<p>Introduces knowledge and themes used in Edexcel GCSE paper 3.</p> <p>Allows understanding of fundamental issues we face as a planet</p> <p>Links to Students study within science and KS2.</p>	<p>...That that fossil fuels come from animal and plant remains and are formed over millions of years.</p> <p><i>How many kinds of energy are there? How do we use energy as a society? What ways are there for generating energy? What are fossil fuels and what examples are there? What are the pros and cons of using fossil fuels?</i></p>	Active reading	Key words / definitions	Energy, Wind, water, solar. fossil fuels, coal, gas, crude oil, industry, transport, social	<p>a) <u>Subject Specific Skills</u></p> <p>Location skills Observational skills Sketching skills Mapping skills Data presentation Justification and conclusion Categorisation Exam question technique Prioritising Issue evaluation</p>
		<p>...that renewable energy sources will not</p>	Metacognitive strategies used	Written – Iceland case	Energy, Wind, water, solar. fossil fuels, coal,	b)

	<p>Ladders towards KS4 work on climate change and sustainability.</p>	<p>run out and are better for the environment than fossil fuels. <i>What is renewable energy and what kinds are there? What are the positives and negatives of using renewables? Which renewables sources are more effective than others?</i></p>	<p>to support students understanding of 'assessment'</p>	<p>study, geothermal energy (disciplinary reading)</p>	<p>gas, crude oil, industry, transport, social, renewable, non-renewable, , eco friendly, carbon neutral</p>	
		<p>... How to use a variety of maps and graphs to describe the global energy distribution. <i>Where Is the world energy? What is difference between surplus and deficit? Which countries have energy deficits or surpluses? How is energy supply and deficit distributed around the world? Why do some areas have surplus and deficit of energy? What factors affect energy supply?</i></p>	<p>Energy insecurity 4 mark question</p>	<p>Written – describe global distribution of oil resevres (TEA technique)</p>	<p>Energy surplus/deficit, distribution, consumption, production, energy supply, energy efficiency, energy security</p>	<p>c) <u>Numeracy</u> Data presentation Categorisation Interpreting graphs Trend and pattern analysis Plotting graphs Data presentation</p> <p>d) <u>Literacy</u> Justification and conclusion Exam question technique Point/Evidence/Explain Issue evaluation</p> <p>e) <u>Reading</u> Map Reading Interpreting sources</p> <p>f) <u>Cultural Capital</u> Identifying issues</p>
		<p>...that there is a difference between the</p>			<p>Fossil fuels, renewable energy, greenhouse</p>	

		natural and enhanced greenhouse effect			effect, enhance greenhouse effect, greenhouse gases, climate change, global warming, environmental	Resolving problems Decision making Issue evaluation Consideration of global issues and sustainability
		<p>...That climate change is caused by both human and natural factors.</p> <p>What is climate change and what causes it?</p> <p><i>How have humans caused climate change? What are the natural causes of climate change? How have CO2 levels changed and caused climate change? What is a carbon footprint? What are the effects of climate change and how severe are they? How are humans responding to climate change?</i></p>			Climate change, global warming, carbon dioxide, carbon emissions, carbon footprint, natural and human, responses, melting ice, warming temperatures, sea level rise.	<p>g) <u>Links to National Curriculum</u></p> <p>A range of geographical resources are used including OS Maps, Atlases, photographs Equips pupils with knowledge about diverse places, people, resources, environment, physical and human processes</p>
		...That sustainability is a global concern – there are different approaches to achieving sustainability.		EOT FROG test	Sustainable, sustainability, unsustainably, individual, national, international, consumption	

		<p>What is sustainability? <i>Why do we need to be more sustainable? How are we unsustainable every day? How could the planet be more sustainable on different scales?</i></p>				
Topic	Rationale	Knowledge acquisition: To know that			Key Tier 3 vocabulary	Skills and enrichment opportunities
5 Africa & Ghana	<p>To understand the physical and human geography of Africa and the relationships between them. To have an understanding of the history of African countries, in particular, the effect on access to resources and development.</p> <p>Links to Students understanding of history and</p>	<p>... the main political and physical features of Africa</p> <p><i>Where is Africa? Which countries are in Africa? How big is Africa? What is the landscape like? What is the population like in Africa?</i></p> <p>... that the climate differs across Africa depending on location. <i>What are the different climatic regions? Where are the different climatic regions located? What is a climate graph?</i></p>		Keyword / definitions	<p>Wealth, poverty, gold, diamonds, culture, trade, West Africa, ocean, tropics, equator, lake, services, diverse</p> <p>Tropical rainforest, savannah, coastal savannah, climate zone, ecosystem, temperature, precipitation, environment, hot, wet, moist, dry, tropics, equator, vegetation, wildlife, desertification</p>	<p>a) <u>Subject and specific skills</u></p> <p>Location skills Observational skills Sketching skills Mapping skills Justification and conclusion Categorisation Exam question technique Prioritising</p> <p>b) <u>Numeracy</u></p> <p>Data presentation Categorisation Interpreting graphs Trend and pattern analysis Plotting graphs Data presentation</p> <p>c) <u>Literacy</u> Exam question technique</p>

<p>culture across different continents, particularly colonisation.</p> <p>Ladders towards</p> <p>Development dynamics studied at KS4.</p> <p>Links to Development topic studied in Year 8.</p>	<p>...That the population of Africa differs across the continent.</p> <p><i>What is population distribution?</i></p> <p><i>What is a choropleth map?</i></p> <p><i>How does the population differ across the continent?</i></p> <p><i>Why does the population differ across the continent?</i></p>			<p>dry season, desertification</p> <p>Jobs, resources, money, culture, plain, plateau, capital, population, language, people, economy, developing, manufacturing, agriculture,</p>	<p>Justification and conclusion</p> <p>Extended writing skills</p> <p>Extended writing planning</p> <p>Point/Evidence/Explain</p> <p>d) <u>Reading</u></p> <p>Map Reading</p> <p>Atlas Reading</p> <p>e) <u>Cultural Capital</u></p> <p>Identifying issues</p> <p>Resolving problems</p> <p>Decision making</p> <p>History and knowledge of Africa and culture</p> <p>Discussion skills</p> <p>Debating skills</p> <p>f) <u>Links to National Curriculum</u></p> <p>A range of geographical resources are used including OS Maps, Atlases, photographs</p> <p>Equips pupils with knowledge about diverse places, people, resources, environment, physical and human processes</p>
	<p>... what happened in Africa's past.</p> <p><i>What is the slave trade?</i></p> <p><i>What was the scramble for Africa?</i></p> <p><i>What happened in the Belgian Congo?</i></p> <p><i>How did 20th Century empires influence modern day Africa?</i></p> <p><i>Has Africa been 'liberated'?</i></p>		FROG Keyword test	<p>Development, HIC, LIC, historical, environmental, socio-economic, income, overgrazing, debt, poverty, slavery, agriculture, independence, resources, empire, liberation</p>	
	<p>... that rural and urban Africa are different and how this affects people.</p>			<p>Population, rural, life expectancy, resources, slavery, exploitation,</p>	

		<p><i>What is life like in an African village?</i> <i>What is life like in an African city?</i> <i>Why do people live in African cities?</i> <i>What are the advantages / disadvantages of living in an African city?</i> <i>How have urban areas changed over time?</i></p>			<p>economy, environment, social, economy.</p>	
		<p>... that Nigeria is an important African country due to both physical and human geography.</p> <p><i>Where is Nigeria located?</i> <i>How has Africa changed over time?</i> <i>How has Nigeria changed over time?</i> <i>What is the population of Nigeria?</i> <i>How has the population of Nigeria changed?</i> <i>Is Nigeria wealthy?</i> <i>Which resources are available in Nigeria?</i></p>			<p>Tropical rainforest, savannah, coastal savannah, climate zone, ecosystem, temperature, precipitation, environment, hot, wet, moist, dry, tropics, equator, vegetation, wildlife, desertification dry season, desertification</p>	

		<p>...That the climate in Nigeria has an impact on the people who live there.</p> <p><i>Which climatic zones run through Nigeria?</i> <i>How does the climate affect the lives of people who live there?</i> <i>What is the physical landscape of Nigeria like?</i> <i>Does climate have an impact on the economy of Nigeria?</i></p>			<p>Tropical rainforest, savannah, coastal savannah, climate zone, ecosystem, temperature, precipitation, environment, hot, wet, moist, dry, tropics, equator, vegetation, wildlife, desertification dry season, desertification</p>	
			<p>Written task</p>	<p>Location, population, rural, urban, inequality, urban sprawl, poverty,</p>		

	<p><i>How does life differ for the rich and poor in Lagos?</i> <i>How can we resolve inequality?</i></p>				
	<p>...That the oil resource in Nigeria may provide both positive and negative impacts.</p> <p><i>What are fossil fuels?</i> <i>What are the negatives and positives of using fossil fuels?</i> <i>What are the positives and negatives of oil in Nigeria?</i> <i>What is a TNC?</i> <i>Do TNC's such as Shell benefit Nigeria?</i></p>			<p>Oil reserves, renewable, non renewable, resources, fossil fuels, Trans National Corporations (TNC), exploitation, positive, negative,</p>	
	<p>...That poverty exists in Nigeria and the impact this has on people.</p> <p><i>What is poverty?</i> <i>Why do people live in poverty?</i></p>		<p>EOT FROG quiz</p>	<p>Poverty, absolute poverty, quality of life, life expectancy, solutions, aid, charities,</p>	

	<i>What are the effects of poverty on the people of Nigeria?</i> <i>What quality of life do people have in geography?</i> <i>What are the solutions to poverty?</i>				
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*Bridging gaps due to Covid19

Substantive Knowledge

Disciplinary Knowledge