Year 7 - Unit 1				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Global connections	**Knowledge**: • Global Connections • Continents and Oceans • Latitude and Longitude • The EU • Human, Physical and Environmental Geography • Time zones • Asking Geographical Questions **Understanding:** • Our place in the world • How latitude and longitude help locate places around the world • Difference between the 3 types of Geography • Why asking geographical questions is important to deepen understanding. • Key terminology **Skills:** • Describe their place in the world • Identify and locate Continents and oceans • Describe location of places • Understand and be able to categorise the different types of Geography	• To differentiate and define the 3 types of Geography and give examples for each. • To confidently state the 7 continents and 5 oceans and locate them on a map. • To use latitude and longitude to locate places on a map. • To state factual information the EU, its formation, its benefits and its challenges. • To explain how time-zones work and link it to lines of longitude. • To formulate geographical questions using the 5 Ws using visual stimuli.	Should (depending on what/how much they actually covered at KS2) build on and consolidate students in their ability to: • to locate the world's countries, using maps • name and locate counties and cities of the United Kingdom and physical features from maps • identify and understand geographical similarities and differences through the study of human and physical Geography	Longitude and Latitude Song by Tom Glazer and Dottie Evans Greenwich Mean Time Explained | Time Zones For Kids https://www.youtube.com/watch?v=C-whBKIB1e0

Year 7 - Unit 2				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Map skills	**Knowledge**: • Compass Directions • What Makes a Good Map? • Map Symbols • 4 and 6 Figure Grid References • Measuring Distance • Contour Lines • Using an OS map **Understanding:** • The factors which make a map effective • How to use a map to locate places on a map • The different techniques used to measure height on a map • Why it is important to be able to read maps • Key terminology **Skills:** • Basic map skills • Grid references • Symbols • Direction • Distance • Relief	• To independently draw and label a 16-point compass rose accurately. • To explain the qualities that make a map effective and useful and use this knowledge to create their own map. • To identify basic map symbols and locate them on an OS map. • To read and use 4 and 6 figure grid references, be able to use this information to locate places on a map. • To understand how to use scale lines to measure distance on a map. • To use contour lines, spot heights and colour shading to identify height on a map. • To effectively use an OS map to locate places, measure distance and gain a sense of space and position.	Should (depending on what/how much they actually covered at KS2) build on and consolidate students in their ability to: • Develop and embed map skills which will be required right through to KS5	

Year 7 - Unit 3				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**

Exploring Britain	**Knowledge**:
	• Countries of the UK
	• Population
	• Weather and Climate
	• Industries
	• Physical Features of the UK
	
	Understanding:
	• The difference between the UK, Great Britain and the British Isles
	• Why population is different in different parts of the UK
	• What is weather and climate?
	• Key terminology
	
	Skills:
	• Describing location and their place in the World Graphical Representation of Data
	• Using relief maps
		• To understand that the United Kingdom, Great Britain and the British Isles are all different and explain the differences between them.
		• To know the different countries that make up the United Kingdom, including their capital cities and location on a map.
		• To understand how the population of areas differs in the UK and explain reasons for that.
		• To explain what the difference is between weather and climate, identifying examples of both and using graphs.
		• To identify and recognise weather symbols.
		• To describe the different industries found in the UK and explain reasons for this.
		• To understand the term "relief" and identify different physical features in the UK.
			Should (depending on what/how much they actually covered at KS2) build on and consolidate students in their ability to:
			
			• to locate the world's countries, using maps
			• to name and locate counties and cities of the United Kingdom and physical features from maps
			• to identify and understand geographical similarities and differences through the study of human and physical Geography
			• to describe and understand key aspects of:
			    ♣ physical Geography - climate
			    ♣ human Geography - settlement and land use, economic activity	

Year 7 - Unit 4				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Settlement	**Knowledge**: • Sustainability of Settlements Types of Settlement/Functions Urban Land Use Models Map Skills • Field sketches Place Specific Detail **Understanding:** • Types of settlement • Functions of settlement • Linking settlements to use of OS maps to locate them • Urban Land Use Model • Case specific example of Curitiba • Key terminology **Skills:** • Describe their place in the world Identify uses of settlements • OS Map skills • Field sketches • Graphical representation/ models	• To explain the term "settlement". • To understand the types of settlement and to give an example of each settlement in their local area. • To describe the different functions of settlements, their characteristics, and identifying these settlements on an OS map. • To understand the Urban Land Use Model/Burgess Model and what it shows, then use evidence to decide where examples would be found in the model. • To use maps of the local area to identify settlement types using 4 and 6 figure grid references. • To draw a field sketch using the school's outside space to gain a sense of space and size. • To explain the challenges faced in Curitiba and how they have tried to overcome these challenges.	• Should (depending on what/how much they actually covered at KS2) build on and consolidate students in their ability to: • to describe and understand key aspects of: ♣ human Geography - settlement and land use	

Year 7 - Unit 5				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**

Amazon	**Knowledge**:
	• Describing location
	• Climate
	• Adaptation of plants and animals
	• River Landforms
	• Human Uses of the Amazon
	• Deforestation
	• Ecotourism
	• People of the Amazon
	• Brazil
	
	Understanding:
	• The climate of a rainforest
	• Location of rainforests
	• Adaptations
	• How humans can positively and negatively impact the rainforest
	• What is being done to combat negative impacts
	• Deforestation – process, impacts, solutions
	• Key terminology
	
	Skills:
	• Graphical Representation of Data
	• Describe how the Amazon is a diverse place
	• Identifying uses of rainforests and their challenges
		• To accurately describe the location of the Amazon rainforest and locate it on a world map.
		• To describe the climate in the Amazon using graphs.
		• To describe and explain how flora and fauna have adapted to live in the rainforest using specific named examples.
		• To identify river landforms in the Amazon.
		• To understand and describe the human uses of the Amazon rainforest and explain how these uses effect humans and the environment.
		• To understand the term "deforestation" and explain its impacts.
		• To explain the term "ecotourism", give named examples and analyse its effect.
		• To appreciate native tribes in the Amazon and describe their challenges.
			Should (depending on what/how much they actually covered at KS2) build on and consolidate students in their ability to:
			
			• to locate places on a world map
			• to describe and understand key aspects of:
			   ♣ physical Geography - climate, biomes and rivers
			   ♣ human Geography - natural resources
				Rainforests 101 | National Geographic https://www.youtube.com/watch?v=3vijLre760w
				
				Rainforests | Geography - Ecosystems and Biomes https://www.youtube.com/watch?v=UIbplCn8-zs
				
				Amazon rainforest indigenous people in fight for survival- BBC News https://www.youtube.com/watch?v=yu88xsGweZs
				
				Climate 101: Deforestation | National Geographic https://www.youtube.com/watch?v=Ic-J6hcSKa8

Year 7 - Unit 6				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Microclimates	**Knowledge**: • Weather and climate • Microclimates • Examples of microclimates • Factors that affect microclimates Study the school's microclimates **Understanding:** • Microclimates compared with climate • How microclimates are affected • How many microclimates can be found in a small area • Key terminology **Skills:** • Identify and describe factors that affect the place they are in • Decision making skills • Methodology and data collection	• To understand the term "microclimate" and define it. • To understand the difference between a climate and microclimates; appreciate that many microclimates can be found in one climatic area. • To give examples of different types of microclimates. • To describe the different factors that affect microclimates and explain how they work. • To use the school premises to locate different microclimates and explain why/how they are different and how this affects the areas suitability for different activities.	Should (depending on what/how much they actually covered at KS2) build on and consolidate students in their ability to: • to describe and understand key aspects of physical Geography - climate	Difference between weather and climate from NASA https://www.youtube.com/watch?v=vH298zSCQzY Elements of weather https://www.youtube.com/watch?v=XirAUvS_29I Activity on microclimates https://www.jkGeography.com/microclimates.html