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	Key vocabulary	Skills and enrichment
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 and locational knolwedge and further develops these skills. **Ladders towards ….** Further use of Atlas and map reading	What is the British Isles? Where are the key cities in the British Isles? How are key cities distributed in the British isles? Why are key cities distributed this way?	British Isles, England, Scotland, Wales, Northern Ireland, Republic of Ireland, city, distribution, coast, terrain, river, north, south, east, west, map, urban, direction, compass, atlas.	. ***a) Subject specific Skills*** 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 ***b) Numeracy*** Ratios Accurate measurement Data presentation Categorisation Prioritising Tabulation Plotting graphs Interpreting graphs Trend and pattern analysis ***c) Literacy*** Exam question technique Justification and conclusion ***d) Reading*** Map and Atlas reading ***e) Cultural Capital***
		What are the physical Features of the British Isles? What are the main seas and oceans around the British Isles? What are the links between physical and political features of the British Isles?	British Isles, ocean, sea, river, mountain, highland, lowland, physical features, human features, political map.	
		What are the 3 Branches of Geography? How do different topics fit into the 3 geographical branches? What geography do you prefer and why?	Physical Geography, Human Geography, Environmental Geography, population, coasts, tourism, mountains, urbanisation, development, deserts, pollution, housing, recycling, volcano, deforestation, greenhouse gases, waterfall, rivers, transport.	
		What and where are our continents? What and where are our oceans? What are lines of latitude? What are lines of longitude? How do latitude and longitude work together to establish global location?	Continent, North America, Europe, Africa, Asia, Antarctica, South America, North America, Australasia (Oceania), Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, latitude, longitude, location, Greenwich, meridian, equator, degrees, north, south, east, west	
		Why are maps useful to people? How do we interpret map symbols? How do we use map directions?	Symbols, scale, ratio, direction, grid reference, 4 figure, 6 figure, height, contours, map, key	

	throughout KS3 and KS4. Locational skills will be revisited frequently e.g. continent and oceans throughout KS3 and KS4	How do we use scale to establish map distance? How do we calculate grid reference?		Awareness of British Isles and countries within Understanding of location of seas and oceans Understanding of number and location of continents and countries ***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
		What is data presentation? How can we measure environmental quality? What is continuous and discrete data? How do we plot simple and divided bar charts? What can we conclude about the environmental quality of JPA?	Data presentation, environmental quality, litter, green space, graffiti, wildlife, traffic, crowded, crime, continuous data, discrete data, bar chart, divided (compound) bar chart.	
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. **Links to ……** Previous topic with locational & map reading skills.	What is tourism? What is a tourist? How has tourism changed in time and space? Why tourism has increased?	Tourist, Tourism, Long Haul, Short Haul, Mass Tourism, Ecotourism, Fair Trade Tourism	***a) <u>Subject Specific Skills</u>*** Location skills Observational skills Mapping skills Data presentation Identifying issues Resolving problems Decision making ***b) <u>Numeracy</u>*** Data presentation Categorisation Prioritising Tabulation Interpreting graphs Trend and pattern analysis Plotting graphs Data presentation ***c) <u>Literacy</u>***
		Where do people go on holiday? Where are the top 10 tourist destinations? How are the world popular an emerging destinations distributed? Why are developing countries becoming more popular? How has media increased tourism for certain areas?	Specialist holidays, Fair trade tourism, event tourism, wilderness tourism, developing countries	
		What are the positive impacts of tourism? What impacts are created by tourists? How is tourism beneficial to the developed countries like the UK? How has tourism improved cities and rural areas in the UK? How are places around the world affected by tourism?	All inclusive, Tradition, Litter, Spending Power, Jobs, Economy, Building, Resorts, Profit, Impact, Activities, Regeneration, Rural Urban, Culture	
		How do different environments present different opportunities for tourists?	Opportunities, challenges, contrasting, Arctic Circle,	

	Ladders towards …. Further development of locational knowledge and map reading skills throughout KS3 and KS4.	Where is Benidorm and the Arctic and how do describe their location How are Benidorm and the Artic similar and different in what they offer tourists What challenges does tourism pose to Benidorm and the Arctic?	Mediterranean climate, package holiday, authentic holiday	Justification and conclusion Exam question technique Extended Writing Exam question interpretation Interpretation of command words Using Point/Evidence/Explain ***d) Reading*** Comparative reading – How is Benidorm different to the Arctic? Map reading ***e) Cultural Capital*** Identifying issues – social, economic and environmental Resolving problems Decision making ***f) Links to National Curriculum*** 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 within Africa.
		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 had an effect on the country? Is tourism an exploitative industry?	Choropleth map, Social economic environmental, culture, opportunities, challenges,	
		How are Jobs created by tourism? What are the different jobs in tourism? How relatively important are tourist jobs? What is Foreign Exchange Leakage in tourism?	Primary Jobs, Secondary Jobs, Tertiary Jobs, Multiplier Effect, Foreign Exchange Leakage	
		What is sustainable tourism? What is ecotourism and how is it growing? What are ecotourism rules/regulations? How have tourist companies responded?	Ecotourism, Sustainability, Responsible Tourism, Distribution, LIC, HIC, Rainforest	
		Where is Kenya? What is the background of Kenya? What tourist attractions are in Kenya What are the advantages and disadvantages of tourism in Kenya?	Coast, Hemisphere, Equator, Ocean, Latitude, Longitude, Safari, National Park, Culture, Pollution, Wildlife	
		What is dark tourism? Where does dark tourism occur? What are the positives and negatives of dark tourism?	Death, Suffering, Volcano, Battlefield, Atomic bomb, Terrorism, Slums	
		What is specialist Tourism? How have specialist holidays grown?	Specialist Tourism, Specialist Holidays, Fair Trade Tourism, Event Tourism, Wilderness Tourism	

		What are the advantages and disadvantages of online/store holiday booking?		
		What are National Parks? How do people use National Parks? Why are National Parks popular? What issues arise from National Park use?	National Park, Conservation, Heritage, National Trust, Landscape, Volunteers, Communities, Cities	
		How do tourist numbers impact a destination? What is the impact of large tourism numbers on Snowdonia? Which of the impacts of tourism is most severe?	Jobs, Congestion, Services, Seasonal, Income, Habitat, Expense, Social, Economic, Environmental	
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
3 Rivers	To understand the important part that rivers play in our environment and their many social, environmental and economic impacts. **Links to ……** KS2 knowledge of rivers and processes. Locational Knowledge from topics 1 & 2 is further consolidated. **Ladders towards ….** KS4 physical landscapes topics as well as KS 3	What is the hydrological cycle? What is the sequence of the hydrological cycle? How do the elements of the hydrological cycle interact?	Hydrological cycle, precipitation, condensation, evaporation, groundwater flow, run-off, transpiration, infiltration, surface water, transpiration, interception, throughflow, percolation	***a) Subject Specific Skills*** Location skills Observational skills Sketching skills Mapping skills Data presentation Justification and conclusion Categorisation Exam question technique Prioritising Issue evaluation ***b) Numeracy*** Data presentation Categorisation Tabulation Interpreting graphs Trend and pattern analysis Plotting graphs Data presentation ***c) Literacy*** Justification and conclusion
		What is the long profile of a river? How does the long profile change from source to mouth? What specific features of long profiles are there?	Long profile, watershed, tributary, confluence point, source, main channel, V shaped valley, valley, floodplain, gradient, erosion, deposition, waterfall.	
		What river processes take place in a river channel? What are the key processes of erosion? What are the processes of transportation in a river channel?	Erosion, deposition, landform, weathering, abrasion, attrition, solution, hydraulic action, transportation, traction, saltation, suspension, solution.	
		What are erosion landforms? How does a waterfall form? How does a V-shaped valley form?	Interlocking spurs, V-shaped valley, waterfall, tributary, gorge, floodplain, meander, ox-bow lake, estuary, sea, hard rock, soft rock, plunge pool, overhang, undercut, turbulent.	
		What are depositional landforms? What is a meander and how does it form?	Deposition, meander, river, river bend, fastest current, slowest	

	Coastal processes which is studied din year 8.	How does and ox-bow lake form?	current, deep, shallow, river cliff, neck, cut off, ox-bow lake, lateral erosion	Exam question technique Point/Evidence/Explain Persuasive writing Issue evaluation ***d) Reading*** Map Reading Interpreting sources Using Key Stage 3 text books ***e) Cultural Capital*** Identifying issues Resolving problems Decision making Issue evaluation ***f) Links to National Curriculum*** 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
		What causes flooding? How is flood risk increased? How is flood risk reduced?	Risk, tributaries, soggy soil, impermeable rock, steep slopes, deforestation, built up areas, heavy rain, floodplain, impermeable surface, human, physical.	
		What are the impacts of flooding in an HIC? What is the difference between short and long term impacts? How do the impacts affect different activities?	Boscastle, flooding, community, social, environmental, economic, impact, damage, tourism, property, short term, long term.	
		How can we manage river flooding? How can we increase velocity, discharge and capacity? What is hard engineering? What is soft engineering? Which engineering technique is best? What are the advantages and disadvantages of hard and soft engineering strategies	Flooding, impermeable, velocity, discharge, capacity, levee, embankments, dams, channel straightening, flood relief channel, reservoir, Flood warning systems, afforestation, flood plain zoning	
		Flooding in a HIC Where is the Mississippi? Why does it flood? What are the impacts of the flooding? What has been done to manage flooding on the Mississippi?	Cause, effect, response, afforestation, social, economic, environmental, HIC.	
		What is a flood hydrograph? How do we plot a flood hydrograph? What do hydrograph shapes tell us about flooding in an area and risk?	River discharge, rainfall, baseflow, stormflow, lag time, peak rainfall, rising limb, falling limb, peak discharge, cumecs, rock type, relief, vegetation, urbanisation, intensity.	

<table>
<tr>
<td rowspan="4">4 Energy</td>
<td rowspan="4">Begins knowledge and introduces themes used in AQA Geog paper 3.

Allows understanding of fundamental issues we face as a planet

Links to ……
Students study within science and KS2.

Ladders towards …. KS4 work on climate change and sustainability.</td>
<td>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?</td>
<td>Energy, Wind, water, solar. fossil fuels, coal, gas, crude oil, industry, transport, social</td>
<td rowspan="4">a) Subject Specific Skills
Location skills
Observational skills
Sketching skills
Mapping skills
Data presentation
Justification and conclusion
Categorisation
Exam question technique
Prioritising
Issue evaluation

b) Numeracy
Data presentation
Categorisation
Tabulation
Interpreting graphs
Trend and pattern analysis
Plotting graphs
Data presentation

c) Literacy
Justification and conclusion
Exam question technique
Point/Evidence/Explain
Persuasive writing
Issue evaluation

d) Reading
Map Reading
Interpreting sources
Using Key Stage 3 text books

e) Cultural Capital
Identifying issues
Resolving problems</td>
</tr>
<tr>
<td>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?</td>
<td>Energy surplus/deficit, distribution, consumption an production, energy supply, energy efficiency, energy security</td>
</tr>
<tr>
<td>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?</td>
<td>Renewable energy, green, emissions, Solar power, wind farms, biomass, hydroelectric power, geothermal.</td>
</tr>
<tr>
<td>What is climate change and what causes it? 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?</td>
<td>Climate change, global warming, carbon dioxide, carbon emissions, carbon footprint, natural and human, responses, melting ice, warming temperatures, sea level rise.</td>
</tr>
</table>

		What is sustainability? Why do we need to be more sustainable? How are we unsustainable every day? How could the planet be more sustainable on different scales?	Sustainable, sustainability, unsustainably, individual, national, international, consumption	Decision making Issue evaluation Consideration of global issues and sustainability ***f) Links to National Curriculum*** 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

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
5 Africa & Ghana	To understand the difference behind a LIC country such as Ghana compared to the UK, and other HIC countries, in order to explore and better understand the barriers to their development and the options for improving development in LIC's. **Links to ……** Students understanding of	Where is Ghana? What are some key features of Ghana? What is the physical geography of Ghana? What is the link between Ghana and its landscape?	Wealth, poverty, gold, diamonds, culture, trade, West Africa, ocean, tropics, equator, hydroelectricity, lake, services, LIC.	***a) Subject and specific skills*** Location skills Observational skills Sketching skills Mapping skills Justification and conclusion Categorisation Exam question technique Prioritising ***b) Numeracy*** Data presentation Categorisation Tabulation Interpreting graphs Trend and pattern analysis Plotting graphs Data presentation ***c) Literacy*** Exam question technique
		What are Ghana's important functions? What are the features of Ghana's functions? How do Ghana's features make it a LIC?	Jobs, resources, money, culture, plain, plateau, capital, population, language, people, economy, developing, manufacturing, agriculture.	
		What are the different climates and ecosystems in Ghana? What are some of the features of each climate in Ghana? Why does Ghana have these features?	Tropical rainforest, savannah, coastal savannah, climate zone, ecosystem, temperature, precipitation, environment, hot, wet, moist, dry, tropics, equator, vegetation, wildlife, desertification.	
		What are the features of a HIC and LIC? Why is Ghana a LIC? What is the most important reason for Ghana being a LIC?	Development, HIC, LIC, historical, environmental, socio-economic, income, overgrazing, debt, poverty, slavery, agriculture, independence,	

	history and culture across different continents, particularly colonisation. **Ladders towards ….** Resource management studied at KS4.		dry season, rainforest, desertification.	Justification and conclusion Extended writing skills Extended writing planning Point/Evidence/Explain ***d) Reading*** Map Reading Atlas Reading Key Stage 3 textbooks ***e) Cultural Capital*** Identifying issues Resolving problems Decision making History and knowledge of Africa and culture Discussion skills Debating skills ***f) Links to National Curriculum*** 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
		What are 5 differences between Ghana and the UK? What features make Ghana a LIC? Why do these features make it a LIC?	Population, rural, life expectancy, resources, slavery, exploitation, economy, environment, social, economy.	
		Where are the cocoa farms in Ghana? What is the process in the cocoa chain? What is the Kuapa Kokoo cooperative? What is the impact of the Kuapa Kokoo in Ghana?	Cocoa farm, cocoa chain, farmers, buyers, importers, companies, shops, government, climate, commodity, journalist, trading.	
		What is the journey of a cup of coffee? What are the difficulties faces by coffee farmers? How does Fairtrade improve the lives of coffee farmers?	Shipping, distribution, Fairtrade.	
		What is a dam and its advantages? What were the results of the dam project? What could reduce future problems?	Independence, dam, hydroelectricity, bauxite, aluminium, rural, tourism, transportation, export, jobs, energy.	

*Bridging gaps due to Covid19

Substantive Knowledge
Disciplinary Knowledge