



Year 7 Curriculum intent

Being a global citizen means you contribute positively to the local and global community. You will be aware of the importance of interacting with our planet to meet the needs of today, without compromising the needs of those in the future.

Year 7 Curriculum Overview

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Where is Gateshead?	The shaping of the UK	Population	Asia	Weather and Climate
Key Question				
Where is Gateshead's location in a regional, national and global context?	How have physical processes shaped the UK's landscape?	How and why is the global population constantly changing?	What is Asia really like?	Why is our weather constantly changing?
Key Vocabulary				
- Compass Point - Continent - Environmental Geography - Greenwich Prime Meridian - Human Geography - Latitude - Longitude - Ocean - Physical Geography - Relief	- Abrasion - Deposition - Erosion - Geological timescale - Geology - Glaciers - National Park - Plucking - Transportation - Weathering	- Population - Population density - Densely populated - Sparsely populated - Population distribution - Birth rate - Death rate - Push factor - Pull factor - Migration	- Carbon negative - Carbon sink - Globalisation - Megacity - Monsoon - Plateau - Superpower - Switched off - Thermal expansion - Water scarcity	- Air pressure - Aniticyclones - Climate - Condenstaion - Depression - Evaporation - High pressure - Low pressure - Precipitation - Weather

The knowledge you will need to recall:

How you will apply this knowledge:

This links to:

1

Where is Gateshead?

You will learn about:

- The key definitions of human, physical and environmental geography.
- The location of Gateshead in a regional, national and international context.
- The location of key human and physical features around the world.
- How to accurately located places around the world using longitude and latitude.

The key concept focus for this unit is Geographical Skills. Students will apply their knowledge by:

- Recalling key terms and definitions of human, physical and environmental geography.
- Recalling the locations of key human and physical locations around the world.
- Explaining the location of places in a regional, national and global context.

You will build on your knowledge of cartographic and geographical skills to help strengthen your knowledge of the KS2 curriculum, specifically that of location of continents. You will build on your knowledge of map skills to help your understand our local area and our place in the world (through lines of longitude and latitude). We will then use this knowledge further in The Middle East, Africa and Asia topics when exploring how lines of latitude experience different weather conditions and are therefore home to different ecosystems

2

The shaping of the UK.

You will learn about:

- The geological timescale
- The rock cycle and the processes of weathering
- Glacial processes of erosion and transportation.
- Glacial landforms created by erosion and deposition.
- National parks and conflicts with them.
- The importance of soil

The key concept focus for this unit is physical processes. Students will apply their knowledge by:

- Recalling key terms and definitions associated with the geological timescale and glacial erosion and transportation.
- Explaining how glacial landforms are created through erosion and deposition.
- Assessing the users and conflicts occurring in National Parks.
- Assessing the different functions of soil.

You will continue to develop your knowledge of place location as well as further developing your Geographical skills when investigating OS Maps and glacial landscapes. You will build on your knowledge of physical processes from the Key Stage 2 curriculum when looking into the specific processes of erosion and deposition occurring in glacial landscapes. This knowledge of physical processes will build foundations of knowledge that will be further developed in the rivers and coasts units in Year 8 and Year 9.

3

Population and migration

You will learn about:

- Densely and sparsely populated areas
- The demographic transition model
- Population policies (China and France)
- Reasons why people move (push and pull factors)
- Mexico to USA migration

The key concept focus for this unit is human interactions. Students will apply their knowledge by:

- Recalling key terms associated with population distribution and population density.
- Explaining the different stages of the demographic transition model and the reasons why a countries demographic changes.
- Evaluating the success of population policies (France and China)
- Assessing the reasons why people migrate from one country to another.

You will build upon your knowledge of how both human and physical factors can influence the amount of people living in an area from KS2. The unit allows us to explore why different regions around the world are dense or sparsely populated which links into future topic on Asia, The Middle East and Africa. The mastery of this unit will also enable students to make further links to the topics of The Almighty Dollar and Development which are studied in Year 8.

4

Asia

You will learn about:

- The location of Asia
- The mountain biome of Asia
- Superpowers and Megacities of the Asian continent
- Water shortages, flooding and impacts of climate change in Asian countries.
- How Bhutan is achieving carbon neutral

The key concept focus for this unit are human interactions and physical processes and importance of place. Students will apply their knowledge by:

- Locating key human and physical features of Asia.
- Explaining the growth of Megacities across Asia.
- Analysing the factors that contributes to the growth of potential global superpowers.
- Explaining current and future problems faced by Asian countries.
- Investigating how Bhutan has achieved carbon neutral.

You will build on your knowledge of cartographic and geographical skills to help strengthen your knowledge of the KS2 curriculum, specifically that of location of continents, countries and oceans. The mastery of the previous unit of population will allow students understand the growth of Megacities across Asia. The previous unit on population will allow students to make accurate links to water shortages and how population pressures can increase the impact of disasters such as flooding. Understanding issues in Asia will allow enable students to make links during future topics of tectonic disasters

5

Weather and Climate

You will learn about:

- The difference between weather and climate
- How microclimates form
- Local and global factors influencing climate
- Knowing the three types of rainfall
- Low pressure and high pressure (depression and anticyclones)

The key concept focus for this unit is physical processes. Students will apply their knowledge by:

- Recalling key terms and definitions associated with weather and climate.
- Explaining the different types of rainfall experienced in the UK.
- Investigating the factors that create microclimates.
- Explaining how areas of high and low pressure are created and explaining the weather associated with them.

You will build on your knowledge of relief, lines of latitude, continents and oceans from unit 1 to be able to master your understanding of the local and global factors which affect our climate. The knowledge mastered in weather and climate encourages mastery of future topics on coastal environments and how climate change affects the risks experienced in these regions. We focus on this topic on the weather and climate on a local scale, but in a way that they can apply this scheme to a different locations like Africa (Year 8) and when studying The Middle East (Year 9)