

## Year 7 Curriculum Overview 2025-20256

### Geography

Autumn Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components  [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1	Geographical skills and application	<ul style="list-style-type: none"> <li>3 different types of geography – human, physical, environmental</li> <li>Who is St Francis of Assisi and why is he our patron saint in Geography?</li> <li>Continents and major oceans</li> <li>Longitude and latitude</li> <li>Atlas skills</li> <li>Scale</li> <li>4 and 6 figure grid references</li> <li>Contour lines</li> <li>Measuring distance</li> <li>Map symbols</li> </ul>	Initial retrieval of KS2 knowledge	<ul style="list-style-type: none"> <li>Key vocabulary</li> <li>Guided reading</li> <li>Comparative writing</li> </ul>	Group work Map analysis	MCQ on key concepts learnt
	HT2	Physical geography of the UK	<ul style="list-style-type: none"> <li>Countries that make up the UK</li> <li>Describe and compare the upland and lowland areas of the UK.</li> <li>Locate some of the UK's physical features.</li> <li>Locate the major cities that make up the UK.</li> <li>Locate a range of human features in the UK.</li> </ul>			Formative assessment throughout.
	Human Geography of the UK					Summative assessment on geographical skills and application
	Development	<ul style="list-style-type: none"> <li>How do we define development?</li> <li>Countries are classified as developing, emerging or developed (LIC, NEE and HIC.)</li> <li>Assess the ways we measure development, and which are the most accurate</li> </ul>	Initial retrieval of KS2 knowledge	<ul style="list-style-type: none"> <li>Key vocabulary</li> <li>Guided reading</li> <li>Comparative writing</li> </ul>		Extended MCQ



<p>HT4</p>	<p>Weather and climate</p> <p>Factors affecting climate</p> <p>Why does it rain</p> <p>How do air masses affect the climate of the UK</p> <p>High and low pressure</p> <p>Extreme weather</p> <p>Tropical storms</p> <p>Urban patterns in the UK</p>	<ul style="list-style-type: none"> <li>•Defining what weather and climate are.</li> <li>•Interpreting a climate graph of the UK</li> <li>•To describe and explain the factors that affect climate: latitude, altitude, distance from the sea and prevailing wind.</li> </ul> <ul style="list-style-type: none"> <li>•To explain how the three types of rainfall are formed</li> <li>•To describe and explain the air masses that effect the UK</li> <li>•To understand how they influence our climate</li> <li>•To understand the conditions that high- and low-pressure systems create</li> </ul> <ul style="list-style-type: none"> <li>•To describe and explain the processes that create high- and low-pressure systems</li> </ul> <ul style="list-style-type: none"> <li>•Case study of the recent heatwave of 2022.</li> <li>•To understand the causes of the event</li> <li>•To describe and explain the impacts of the heatwave.</li> <li>•Is our weather becoming more extreme in the UK?</li> </ul> <ul style="list-style-type: none"> <li>•What are tropical storms and how do they form?</li> <li>•Case study of Hurricane Ian 2022</li> </ul> <ul style="list-style-type: none"> <li>•To explain the factors that have influenced to location of cities across the UK</li> <li>•Describe the location of Manchester</li> </ul>	<p>Initial retrieval of KS2 knowledge</p>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Guided reading</li> <li>• Comparative writing</li> <li>• Decision based extended writing</li> </ul>		<p>MCQ on key concepts learnt</p> <p>Formative assessment throughout.</p> <p>Summative assessment on geographical skills and application</p> <p>Extended MCQ</p>
<p>HT5</p>						

	<p>Urban change in Manchester</p>	<ul style="list-style-type: none"> <li>• Explain how Manchester has changed over time</li> <li>• Explain how deindustrialisation impacted on Manchester</li> <li>• Explain how urban regeneration has helped to improve Manchester</li> <li>• Explain how urban sprawl is putting pressure on Manchester's rural areas</li> <li>• Explain how counter urbanisation is causing challenges in Manchester</li> <li>• Explain how Manchester is aiming to become a sustainable city</li> </ul>		<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Extended writing opportunities to apply vocabulary</li> <li>• Key vocabulary</li> <li>• Description and explanation writing</li> <li>• Extended decision-making writing</li> </ul>		<p>MCQ on key concepts learnt</p> <p>Formative assessment throughout.</p> <p>Summative assessment on geographical skills and application</p> <p>Extended MCQ</p>
--	-----------------------------------	--	--	---	--	--

**Year 7 Curriculum Overview 2025/2026**  
**Geography**

	<b>Knowledge &amp; Understanding</b>	<b>Literacy Skills</b>		
--	--------------------------------------	------------------------	--	--

Summer Term	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
HT6	Coastal processes	<ul style="list-style-type: none"> <li>Describe the differences between constructive and destructive waves</li> <li>Describe and explain the main coastal processes – weathering, erosion, transportation and deposition.</li> </ul>	<ul style="list-style-type: none"> <li>OS map skills from HT1</li> <li>Physical and human geography from HT1</li> </ul>	<ul style="list-style-type: none"> <li>Key vocabulary</li> <li>Extended writing opportunities to apply vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Groupwork</li> <li>Analytical skills</li> </ul>	MCQ and formative assessment on application of maps skills
	Coastal landforms	<ul style="list-style-type: none"> <li>Describe how coastal landforms are formed.</li> <li>Explain how different rock types are affected by erosion</li> </ul>				
	Coastal management	<ul style="list-style-type: none"> <li>Describe the difference between hard and soft engineering techniques.</li> <li>Explain how hard and soft engineering strategies help to protect the coast</li> <li>Assess the effectiveness of coastal management strategies</li> <li>Explain the climate change is posing a threat to coastal</li> </ul>	<ul style="list-style-type: none"> <li>Physical and human geography from HT1</li> </ul>	<ul style="list-style-type: none"> <li>Key vocabulary</li> <li>Description and explanation writing</li> <li>Extended decision-making writing</li> </ul>	<ul style="list-style-type: none"> <li>Decision making skills</li> <li>Critical thinking</li> <li>Problem solving</li> </ul>	End of unit summative assessment.

HT5	Location of Africa	<ul style="list-style-type: none"> <li>• Use of Atlas to locate Africa</li> <li>• Describe the location of Africa</li> </ul>	Map skills HT1	<ul style="list-style-type: none"> <li>• Description and explanation-based writing</li> <li>• Guided reading</li> </ul>	Map interpretation	Formative MCQ	
	Physical geography of Africa	<ul style="list-style-type: none"> <li>• Locate physical features of Africa</li> <li>• Describe the location of physical features in Africa</li> <li>• Describe and explain the biomes found in Africa</li> <li>• Explain the reasons for the diverse landscapes in Africa</li> </ul>					Summative end of unit assessment
	Human geography of Africa	<ul style="list-style-type: none"> <li>• Describe and compare how life in different African countries differs</li> <li>• Explain why Africa is a diverse continent</li> <li>• Explain some of the challenges faced by African countries</li> <li>• Explain the opportunities for development in Africa</li> </ul>	HT2 development				
HT6	Urban patterns in the UK	<ul style="list-style-type: none"> <li>• To explain the factors that have influenced to location of cities across the UK</li> </ul>		Explanation and evaluation-based writing  Extended writing tasks	Interpreting maps Decision making	Formative assessment throughout the topic  End of unit summative assessment	
	Urban change in Manchester	<ul style="list-style-type: none"> <li>• Describe the location of Manchester</li> <li>• Explain how Manchester has changed over time</li> <li>• Explain how deindustrialisation impacted on Manchester</li> <li>• Explain how urban regeneration has helped to improve Manchester</li> <li>• Explain how urban sprawl is putting pressure on Manchester's rural areas</li> <li>• Explain how counter urbanisation is causing challenges in Manchester</li> </ul>					

- Explain how Manchester is aiming to become a sustainable city

## Catholicity across the Geography Curriculum

Throughout Year 7, pupils study topics that balance both physical human geographical ideas and skills. They will also begin to apply the principles of catholic social teaching to lessons, to guide them in living out their faith in the world.

HT1 – who is St Francis of Assisi our patron saint? How can we embody and honour his beliefs?

HT2 – Through the development unit, pupils will focus on the CST principle of option for the poor. This will remind them of God’s preferential love for the poorest and most vulnerable people. God’s love is universal; he does not side with oppressors but loves the humble.

HT5 – Through the Africa unit, pupils will focus on the CST principles of dignity, options for the poor and common good. Pupils will reflect on the belief that every human person is made in the image and likeness of God. This is a gift that we all share as fellow human beings; we are all infinitely loved by our Creator.

Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty. Following in the footsteps of Christ, we hope to make present in our unjust and broken world, the justice, love and peace of God.