

**Year 7 Curriculum Overview 2026- 27**  
**Subject – Geography**

| Autumn Term                                                                                   | Knowledge & Understanding                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                     |                                                                                     | Literacy Skills<br><br>Opportunities for developing literacy skills                                                                                                                                      | Employability Skills<br>[if any]                     | Assessment Opportunities                                                            |
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|                                                                                               | Composites                                                                                                                                                                                                                                        | Components<br>[KEY concepts & subject specific vocab]                                                                                                                                                                                                               | Formal Retrieval<br>[if any]                                                        |                                                                                                                                                                                                          |                                                      |                                                                                     |
| <b>HT1</b><br><br><b>Key Question</b><br><b>‘What skills do you need to be a geographer?’</b> | Continents and oceans of the world                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Name the continents and oceans of the world.</li> <li>Locate the continents and oceans of the world.</li> <li>Understand how to locate places using an atlas.</li> <li>Locate places uses latitude and longitude.</li> </ul> | Location and continents and oceans from KS2.<br><br>Latitude and longitude from KS2 | Implementing the STAR strategy - <ul style="list-style-type: none"> <li>Speaking confidently</li> <li>Thinking critically</li> <li>Articulating through writing</li> <li>Reading with purpose</li> </ul> | Collaboration<br><br>Problem solving<br><br>Analysis | Formative assessment throughout the topic.                                          |
| <b>HT2</b><br><br><b>Key Question</b><br><b>‘What is unique about the UK?’</b>                | Mapskills                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Compass direction and OS Map symbols.</li> <li>4 and 6 figure grid references.</li> <li>Calculate distance using scale.</li> <li>Use contour lines to describe the relief of the land.</li> </ul>                            | Map skills from KS2<br><br>UK place knowledge from KS2                              |                                                                                                                                                                                                          | Collaboration<br><br>Problem solving<br><br>Analysis | Mid topic assessment.                                                               |
|                                                                                               | Physical and human geography of the UK                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Countries that make up the UK.</li> <li>Locate some of the UK’s physical features</li> <li>Locate the major cities.</li> <li>Describe population distribution.</li> </ul>                                                    |                                                                                     |                                                                                                                                                                                                          |                                                      | End of topic assessment on HT1 and 2. this will encompass all the key areas learnt. |
| <b>CST</b><br><b>Catholicity Across the Curriculum</b>                                        | 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. |                                                                                                                                                                                                                                                                     |                                                                                     |                                                                                                                                                                                                          |                                                      |                                                                                     |

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| Spring Term                                                                                                                                       | Knowledge & Understanding                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                             |                               | Literacy Skills<br><br>Opportunities for developing literacy skills                                                                                                                                      | Employability Skills<br>[if any]                     | Assessment Opportunities                                                             |
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|                                                                                                                                                   | Composites                                                                                                                                                                                                                                                                       | Components<br>[KEY concepts & subject specific vocab]                                                                                                                                                                                                                                                                                                       | Formal Retrieval<br>[if any]  |                                                                                                                                                                                                          |                                                      |                                                                                      |
| <b>HT3</b><br><br><b>‘Why do levels of development differ around the world?’</b>                                                                  | The unequal world                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Define development.</li> <li>Explain how development can be measured.</li> <li>Explain how countries can be classified based on their development (LIC, NEE and HIC).</li> <li>Describe and explain the reasons for the development gap</li> <li>How can the development gap be reduced.</li> </ul>                  | Country knowledge from KS2.   | Implementing the STAR strategy - <ul style="list-style-type: none"> <li>Speaking confidently</li> <li>Thinking critically</li> <li>Articulating through writing</li> <li>Reading with purpose</li> </ul> | Collaboration<br><br>Problem solving<br><br>Analysis | Formative assessment throughout the topic.<br><br><br>End of unit linear assessment. |
| <b>Catholicity Across the curriculum</b>                                                                                                          | <b>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.</b> |                                                                                                                                                                                                                                                                                                                                                             |                               |                                                                                                                                                                                                          |                                                      |                                                                                      |
| <b>HT4</b><br><br><b>Key Questions</b><br><b>‘Why does the weather vary?’</b><br><br><b>‘Why do different countries have different climates?’</b> | Weather<br><br><br><br><br><br><br><br><br><br>Climate                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Definition of weather.</li> <li>Describe and explain the water cycle.</li> <li>Describe and explain the different types of rain.</li> <li>Understand how air pressure affects the weather</li> <li>Understand how the Earth’s tilt impacts climate.</li> <li>Explain why climate varies across the world.</li> </ul> | Weather and climate from KS2. | Implementing the STAR strategy - <ul style="list-style-type: none"> <li>Speaking confidently</li> <li>Thinking critically</li> <li>Articulating through writing</li> <li>Reading with purpose</li> </ul> | Collaboration<br><br>Problem solving<br><br>Analysis | Formative assessment throughout the topic.<br><br><br>End of unit linear assessment. |

| <b>Year 7 Curriculum Overview 2026- 27</b><br><b>Subject – Geography</b>                                                                                              |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                   |                                                                                                                                                                                                          |                                                      |                                                                                          |
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| Summer Term                                                                                                                                                           | Knowledge & Understanding                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                   | Literacy Skills<br><br>Opportunities for developing literacy skills                                                                                                                                      | Employability Skills<br>[if any]                     | Assessment Opportunities                                                                 |
|                                                                                                                                                                       | Composites                                                                                                                                                                                                                                                                        | Components<br>[KEY concepts & subject specific vocab]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Formal Retrieval<br>[if any]                                      |                                                                                                                                                                                                          |                                                      |                                                                                          |
| <b>HT5</b><br><br><b>Key Questions</b><br><br><b>‘Why does the world have different landscapes?’</b><br><br><b>‘Why are tropical rainforests so important to us?’</b> | <b>Ecosystems</b><br><br><br><br><br><br><b>Tropical Rainforests</b>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Describe and explain the global distribution of ecosystems.</li> <li>Describe and explain the different characteristics of different ecosystems globally.</li> <li>To describe where Tropical Rainforests are found</li> <li>To describe and explain their structure and characteristics</li> <li>To describe and explain plant and animal adaptation.</li> <li>To examine the causes of deforestation in the rainforest</li> <li>To examine the impacts of deforestation</li> <li>To explain how the rainforest can be conserved</li> </ul> | Food chains KS2 Science<br><br><br><br><br><br>Rainforests at KS2 | Implementing the STAR strategy - <ul style="list-style-type: none"> <li>Speaking confidently</li> <li>Thinking critically</li> <li>Articulating through writing</li> <li>Reading with purpose</li> </ul> | Collaboration<br><br>Problem solving<br><br>Analysis | Formative assessment throughout the topic.<br><br><br><br>End of unit linear assessment. |
| Catholicity Across the curriculum                                                                                                                                     | Studying ecosystems and rainforests helps us appreciate the beauty and diversity of God's creation. Through Stewardship and Care for Creation, we learn the importance of protecting natural environments and ensuring future generations can benefit from the Earth's resources. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                   |                                                                                                                                                                                                          |                                                      |                                                                                          |

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| <b>HT6</b>                               | The Geography of 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 the effects of population growth on Manchester.</li> <li>Explain how historical events have helped to shape the city e.g. Industrial Revolution and the IRA bombing.</li> <li>Explain how regeneration has helped Manchester.</li> <li>What challenges does Manchester face in the future?</li> </ul> | Map skills HT1.<br><br>Population HT2.<br><br>Industrial Revolution KS2 History. | Implementing the STAR strategy - <ul style="list-style-type: none"> <li>Speaking confidently</li> <li>Thinking critically</li> <li>Articulating through writing</li> <li>Reading with purpose</li> </ul> | Collaboration<br><br>Problem solving<br><br>Analysis | End of Year 7 assessment – this will include all the key areas of learning from all units covered this year. |
| <b>Catholicity Across the Curriculum</b> | <b>Studying Manchester helps us understand how cities create opportunities and challenges for different communities. Through the principles of Human Dignity, Solidarity and the Common Good, we explore how people can work together to improve quality of life and create a fairer, more sustainable city for everyone.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                  |                                                                                                                                                                                                          |                                                      |                                                                                                              |