Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1 Autumn 2	**Introduction to Geography.** **Mapwork skills**	**What is Geography?** **How can reading maps allow me to understand places?**	• How we approach the study of Geography. • The importance of maps • How do you describe directions in geography? • What is latitude and longitude ? How can I use them to locate places on a world map? • Where are the main cities in the UK found? • What are 4 and 6 figure grid references? How can I use them to locate places on an OS map? • How can you work out distance on an OS map? • How can you work out the height and shape of the land on an OS map? • How can map skills help us to understand the characteristics of urban places? **Docklands fieldtrip**	**How understanding is assessed** • Peer, self and teacher assessment of 5 homeworks set across the term. **Skills** • World map understanding • Longitude and latitude • Learning the UK cities map - Learning to learn • OS map skills: Direction 4 and 6 figure grid references Scale and distance Height and relief **Assessment Point information** • Baseline Test • Mapping of World - Effort • UK Cities test • Mapwork - end of topic assessment

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Spring 1	**Climate Change**	**What is climate change?** **How do we know the climate is changing?** **What are the causes of climate change?** **What are the effects of climate change ?** **What are the solutions to climate change ?**	• How has our climate changed since the industrial revolution? • How do ice cores show us that climates are changing ? How do tree rings show us that climates are changing. What other ways can we prove that our climate is changing? • What is the natural Greenhouse Effect? What is the enhanced greenhouse effect? What are the main causes of the enhanced Greenhouse effect? - burning fossil fuels and deforestation • What are the effects of climate change on 4 women across the world? Unequal impacts of climate change. What are the effects of climate change across Africa and Asia? • What is mitigation and adaptation? A range of solutions at different scales.	**How understanding is assessed** • Peer, self and teacher assessment throughout the term of 5 homeworks produced. • Students can describe how our climate is changing • Students can explain ways that scientists can prove that the climate is changing . • Students can explain the causes of climate change • Students can explain the effects of climate change on people and the environment. • Students can explain how to mitigate and adapt to climate change. **Skills** • Geographic Interest - Research • Geographic literacy - Reading for understanding - Cornell notes on evidence of climate change • Learning - Using diagrams and pictures (dual coding) to help us learn. • KUJ paragraph writing – particularly focused on how to link ideas together and how evidence is used to support points. • Skill - interpretation of photographs **Assessment Point information** • Poster on climate change - effort • Assessment on the causes of climate change • Marked paragraph on the impacts of climate change

Curriculum Information - Year 7

Department: Geography

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Summer 1	**Africa and India**	**What are common perceptions and misconceptions of Africa and India?** **What are some of the main physical and human features of Africa and India?** **How has colonialism shaped the present-day development of Africa and India?** **How has globalisation influenced Africa and India?** **How is Africa changing and thriving?** **What challenges do African countries still face?**	• What are stereotypes, bias and what is a reductionist view? Why do people have these views of Africa? Learning some facts to show that there is a more complex view of Africa • Know the names of the main rivers, mountains and deserts in Africa and India and where they are located. Know the names and locations of the 54 countries in Africa. Recognising patterns of population density, literacy, wealth and life expectancy across Africa. • Know which countries colonised which African countries. Understand why these countries wanted to colonise Africa and the short and long term impacts that it had on the host countries. • Understand what globalisation is. Look at how Africa and India have become globalised in terms of trade, money , migration, tourism and culture. Look at their influence on our lives. • exploring the energy and ambition of Nigerian fashion, film and music, asking what drives young Nigerians to succeed in everything from Afrobeats to Nollywood. Looking at the effect of technology. • Investigating the impact of climate change, Population growth and HIV on Countries in Africa.	**How understanding is assessed** • Peer, self and teacher assessment throughout the term of work produced. *(in progress- To be written summer 2026)* • Students can describe distribution on a map - using G.C.S.E structure **Skills** • Geographic Interest - Research - On our new perception of African countries. • Geographic literacy - Reading for understanding - The influence of technology on Africa - Cornell notes • Learning - Using repetition for learning - Learning the countries in Africa • KUJ paragraph writing – adding judgement. • Skill - Reading and describing patterns on a choropleth map map- Using G.C.S.E Longitude and latitude **Assessment Point information** • Learning countries of Africa • Writing assessment on the impacts of colonialism.