Long-term planning

Geography - Year 7

Year 7 Themes	My Place in the World	Secrets of the skies	One Planet	Battling the waves
	Students will know that			
	• Geography includes **human, physical and environmental** strands, each helping us understand how people, places and natural processes interact. • Maps use **symbols, scale and grid references** to represent real-world places, and students will know how to interpret **4- and 6-figure grid references**, map symbols and Ordnance Survey features. • **Contour lines** show changes in height and relief, helping students recognise hills, valleys and gradients on a map. • **Latitude and longitude** are used to locate places accurately on a world map and understand global position. • The UK has distinctive **countries, regions and physical features**, and students will know where major cities, rivers, mountains and coastlines are located. • The wider world contains a range of **continents, oceans and key global features**, giving students a foundation for understanding their place within local, national and global geographies. • **Europe** has a diverse range of physical environments (such as mountain ranges, rivers and climate zones) and human characteristics (including languages, cultures, economies and population patterns). • **Asia** is the world's largest and most diverse continent, with contrasting physical features (deserts, monsoon regions, high mountains)	• **Weather** describes day-to-day atmospheric conditions, while **climate** refers to long-term patterns, and students will know the key differences between the two. • Weather can be **measured using instruments** such as thermometers, anemometers, rain gauges and barometers, and students will understand what each measurement shows. • **Rainfall occurs** through processes such as convection, relief and frontal rainfall, each linked to rising, cooling and condensing air. • Britain's **climate patterns** are influenced by latitude, prevailing winds, ocean currents and air masses, creating regional variations across the UK. • **High- and low-pressure systems** affect the type of weather we experience, with high pressure bringing more settled conditions and low pressure causing clouds, rain and storms. • **Tropical storms** are powerful rotating weather systems that form under specific ocean and atmospheric conditions, and the case study of **Hurricane Katrina** helps students understand their causes, structure and impacts. • The UK also experiences **extreme weather events**, and **Storm Eunice** is used as an example to explore how storms	• **Climate change** has both **natural causes** (such as volcanic activity and solar variation) and **human causes**, including fossil fuel use, deforestation and agriculture. • Climate change affects **people and ecosystems unevenly**, with some regions and communities experiencing more severe impacts such as drought, flooding, sea-level rise and biodiversity loss. • Humans can respond through **mitigation** (reducing the causes of climate change) and **adaptation** (adjusting to the impacts), and students will understand practical examples of both. • **Desertification** occurs when dryland environments lose fertile soil due to climate change, overgrazing, deforestation or poor land management, and students will know strategies to reduce or prevent it. • **Palm oil production** connects everyday products to issues of deforestation, habitat loss and carbon emissions, while also providing economic benefits for producing countries. • **Sustainability** requires balancing **economic, social and environmental** needs to protect the planet while	• **Rock type and geology** influence how quickly a coastline erodes, with softer rocks eroding faster than harder, more resistant rocks. • A range of **coastal processes** shape the coastline, including: – **Weathering** (breaking down rocks in situ) – **Erosion** (abrasion, hydraulic action, attrition) – **Transportation** (longshore drift) – **Deposition** (when waves lose energy and drop material). • These processes create distinctive **coastal landforms**, such as **caves, arches, stacks, stumps**, as well as depositional features like **spits**. • Coasts can be **managed** using strategies such as sea walls, groynes and beach nourishment, each with different costs, benefits and impacts. • The **Holderness Coast** shows how rapid erosion affects communities, leading to the loss of land, homes, farmland and infrastructure, and why coastal management is needed to protect people and places.

	and human characteristics (population distribution, major countries and cultural diversity). • **Africa** has varied physical landscapes (savannah, rainforest, deserts, river systems) and rich human diversity, with a range of cultures, languages, economies and differing levels of development.	form, how they affect people and how communities respond.	supporting people and future generations. • Students will know that **individual actions matter**, including reducing waste, using less energy, eating sustainably, travelling responsibly, and making informed choices as consumers to help reduce climate change and environmental damage. • **Ocean plastic pollution** harms marine ecosystems, enters food chains and affects coastal communities, highlighting the global consequences of waste. • The work of **Isatou Ceesay** shows how community-led action—recycling, waste reduction and social empowerment—can create sustainable, positive change. • **"2050 Earth"** encourages students to explore possible futures, understand how decisions made today shape tomorrow's planet and consider the importance of sustainable development and global cooperation.	
	Students will know how			
	To use maps, atlases, grid references, contour lines, latitude/longitude; interpret patterns and distributions; critique misconceptions about regions (e.g. 'Africa is a country').	To use weather instruments, analyse fieldwork data, interpret synoptic patterns, evaluate case study impacts.	To explain evidence for climate change, analyse impacts, evaluate solutions through decision-making, and apply concepts to real-world issues like palm oil and plastic waste.	To describe and explain coastal processes; apply knowledge in narrative (Ron the Rock); use case studies (Holderness, Old Harry Rocks); write empathetically and persuasively (George & Betty assessment).
	Vocabulary and the concepts they link to			
	Human, physical, environmental geography, map, scale, grid reference, relief, longitude, latitude, distribution, GIS.	Climate, precipitation, relief rainfall, prevailing wind, high pressure, low	Climate change, greenhouse effect, fossil fuels, mitigation, adaptation,	Weathering, erosion, hydraulic action, abrasion, attrition,

		pressure, tropical storm, impact, response.	sustainability, biodiversity, desertification, responsibility.	solution, longshore drift, deposition, coastal management.
	Assessment			
	• **Ongoing recall and retrieval activities** at the start of each lesson to reinforce key knowledge and concepts. • **Classroom-based mapping tasks** to assess students' ability to apply geographical skills and understanding of place and location. • **An end-of-unit assessment** to measure understanding of key content taught throughout the unit. • **A synoptic end-of-unit test**	• **Ongoing recall and retrieval** activities at the start of each lesson to check understanding of key terminology and concepts. • **Knowledge of global patterns**, including accurately describing and explaining the worldwide distribution of tropical storms. • **Comparative extended responses**, explaining and evaluating the differing impacts of *Typhoon Haiyan* and *Hurricane Katrina*. **A synoptic end-of-unit test**	• **Ongoing recall and retrieval activities** at the start of each lesson to reinforce key knowledge and key terminology. • **Extended written explanations** evaluating whether different strategies and options are sustainable. • **Evaluative and reflective responses**, justifying the most effective ways individuals can reduce climate change. • **A synoptic end-of-unit test**	• **Ongoing recall and retrieval activities** at the start of each lesson to reinforce key knowledge and subject-specific vocabulary. • **Explanatory tasks** demonstrating understanding of coastal processes, including how landforms change over time using the example of *Ron the Rock*. • **Extended evaluative writing**, applying geographical knowledge and evidence to argue viewpoints from different perspectives about coastal management strategies, including managed retreat. • **A synoptic end-of-unit test**
	Diversity & development of cultural capital			
	Students explore the diversity of the UK, Europe, Asia and Africa, developing awareness of different cultures, landscapes and ways of life across the world. By learning how regions vary socially and physically, students build a broader sense of global identity and understand their own place within a diverse and interconnected world.	Students examine how extreme weather such as **Hurricane Katrina** and **Storm Eunice** affects different communities, deepening understanding of global inequality in vulnerability and resilience. They learn how people in different cultures prepare for, experience and recover from weather hazards, fostering empathy and global awareness..	Students learn how environmental issues such as climate change, desertification, palm oil production and ocean plastic affect **different people and places** around the world. The example of **Isatou Ceesay** helps students appreciate community leadership, women's empowerment and culturally different approaches to sustainability. Exploring global futures like **2050 Earth** encourages students to	The **Holderness Coast** case study helps students appreciate how coastal erosion impacts different communities and economies in the UK. They explore how people hold diverse views about managing coasts, developing awareness of local identity, environmental responsibility and the challenges faced by coastal societies.

			understand our shared responsibility for the planet and the role individuals can play in creating a fair and sustainable world.	
	Cross-curricular opportunities and enrichment			
	Links to maths (scale, coordinates), history (empires, trade), citizenship (global diversity) **Careers:** Cartographer, GIS analyst.	Science (weather instruments, climate data), maths (graphs, charts), literacy (analysis, case studies). **Careers:** Meteorologist, aviation industry.	Science (carbon cycle, greenhouse gases), English/literacy (reading Greta, extended writing), citizenship (responsibility, ethics). **Careers:** Climate scientist, conservationist.	English (narrative writing, persuasive letter), science (erosion processes). **Careers:** Coastal engineer.