



Curriculum Intent	<i>'I have come so that they may have life and have it to the full.'</i> John 10: Chapter 10. V 10 Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential. In delivering our Geography curriculum, the school sets a clear intent that is ambitious and designed to provide all pupils with a deep and broad understanding of the subject. The geography curriculum is carefully sequenced to ensure progression and coherence from year 7 to year 13, with a focus on developing key geographical knowledge, skills, and understanding. The intent is not only to meet the National Curriculum requirements but to inspire a lifelong interest and appreciation for the world around us. The intent also includes promoting cultural awareness and global citizenship among pupils. This involves exploring a wide range of geographical contexts, issues, and perspectives to engender a respect for diversity and a sense of responsibility towards environmental and social challenges facing our planet today. Respecting each other, helping each other and bearing with each other: Getting better never stops.
Year 7 Intent	In Year 7 geography, students engage in a comprehensive study of various topics that lay a solid foundation for their understanding of the world around them. They explore the role of a geographer, refining their skills in map reading, fieldwork, data analysis, and critical thinking. Students delve into the concept of utilising our planet as a valuable natural resource, examining the ways in which human activities impact the environment. Moreover, students investigate the intricacies of economies, ranging from local to global scales, to grasp the interconnectedness of societies and trade systems. They also explore the fundamental principles of weather and climate, understanding their effects on ecosystems and human populations. Through this exploration, students discern the significance of comprehending how the Earth operates to mitigate environmental challenges and ensure sustainability. A key focus area for Year 7 geography is the geographical analysis of Russia, stimulating critical discussions on whether its vast geography is a blessing or a curse. By investigating the unique features and challenges of Russia's landscape, students cultivate a nuanced perspective on the interplay between physical geography and societal development. Ultimately, the Year 7 geography curriculum equips students with the knowledge and skills essential for informed decision-making and global citizenship.

	Cycle 1	
	Term 1 – What is a geographer? 7 weeks	Term 2 – How we use our planet as a natural resource? 7 weeks
Focus & Skills	This is a transitional unit from Key Stage 2. This unit begins by providing an overview of the course for pupils. There are several opportunities to assess pupils' world knowledge, for example locating the world's continents and oceans and locating places around the world using co-ordinates. The unit has a clear focus on the geographical skills progression strand. Lessons introduce thinking, working, and writing like a geographer, geographical enquiry, types of geographical data, together with basic map and atlas skills, and using models. The concepts of place, scale are also introduced as part of the geographical understanding progression strand.	In this unit, students will learn about how people and the Earth are connected. We will look at things like rocks, soil, forests, food, water, oil, and different types of energy that we get from the Earth. We will also learn about saving resources for the future. We will also learn some important skills like reading maps to find natural resources. For example, students will learn how to show where things are on maps and use different information to make decisions. This unit will help us understand global patterns of forests, food, and water around the world. We will also look at maps to learn more about different areas.
Links to CST	This topic links to Catholic Social Teaching (CST) in several ways: Stewardship of Creation: CST emphasises caring for God's creation. Geographers' work in understanding and protecting natural environments aligns with this principle, promoting sustainable use of resources and environmental conservation. Human Dignity and Community: Geographers study how environments impact human communities. CST focuses on the dignity of every person and the importance of community, encouraging geographers to consider how their work can improve living conditions and promote social justice. Preferential Option for the Poor: CST advocates for prioritising the needs of the poor and vulnerable. Geographers often study areas affected by poverty, natural disasters, and climate change, contributing to efforts to aid and uplift these communities.	How we use our planet as a natural resource' links to Catholic social teaching through the principles of stewardship, the common good, and the preferential option for the poor. Stewardship: Catholic social teaching emphasises that humans are caretakers of God's creation. We have a responsibility to manage natural resources wisely and sustainably, ensuring that the environment is protected and preserved for future generations. Common Good: The use of natural resources should benefit everyone, not just a select few. This principle encourages fair distribution and access to resources, promoting social justice and equity. Preferential Option for the Poor: Special attention should be given to the needs of the poor and vulnerable, who are often most affected by environmental degradation and resource depletion. Sustainable practices help protect these communities from harm and ensure they have access to essential resources.
Explicit Skill Content	• locate and describe places using latitude and longitude, and grid references • demonstrate ability to use Ordnance Survey map skills, scale, grid references, height, direction, slopes, with aerial photos • identify different types of geographical data • distinguish between the stages of the enquiry process • describe a locality	• compare an OS map with an aerial photo to analyse the location of an oil refinery • use an increasing range of geographical data as part of an enquiry • use advice to describe geographical patterns • communicate views about the need to use natural resources sustainably

	• use new geographical terminology • appreciate how geographers use models	• explore a range of geographical data to make a decision about use of types of energy • consider different viewpoints about soil • use new geographical terminology.
Homework	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills
Assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 1 assessment	- Diamond rank natural resources, justify choices. - Categorising renewable/sustainable and non-renewable/unsustainable resources. - Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. Cycle 1 assessment
Disciplinary Literacy Vocab	• physical world • human world • environmental world • geographical enquiries • primary data • secondary data • quantitative data • qualitative data • Interdependent • northings • Region • scale • linear scale • ratio • eastings • vertical photograph • urban • rural	• natural resources • raw materials • renewable • non-renewable • manufacturing • minerals • ore • profit • Industrial Revolution • temperate • tropical • boreal • anomalies • porous • impermeable • quality of life • United Nations • drought • water scarcity • fossil fuels • crude oil • geologists • atmosphere • flooding
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles
KS4 Links	All skills learnt in this topic, will be needed, and assessed at GCSE	GCSE (9–1) Geography specifications 2016:

		AQA: 3.2.3.1 Resource management; 3.2.3.2 Food; 3.2.3.3 Water; 3.2.3.4 Energy
	Cycle 2	
	Term 3 – What is an economy from local to global? 6 weeks	Term 4 – What is weather and climate? 6 weeks
Focus & Skills	Throughout this module, students will delve into global economies: the cultivation and distribution of goods on an international scale. The subjects covered encompass: - Diverse agricultural practices in the United Kingdom - The geographical location of the Nissan car manufacturing plant in Sunderland - The pertinent positioning of ports such as Southampton and the primary trade partners of the UK - Cocoa production in countries across West Africa - The significance of China in the global trade arena This unit will not only scrutinise the mechanisms of financial transactions but also the intricate networks that underpin economic activities, commencing within the UK and extending worldwide. The strategic choices regarding factory placements will illuminate economic principles. Students will gain foundational knowledge on the functioning of economies, setting a solid groundwork for subsequent modules.	This unit introduces the principal elements of weather and climate. The unit begins with a consideration of how the weather affects our everyday lives. - The concepts of weather and climate. - The elements that make up the weather and climate. - How the weather is measured. - How to read weather maps using the synoptic code. - The factors that affect the distribution of climate types. This unit develops a number of important skills unique to weather and climate – pupils will draw and interpret climate graphs, satellite images, and weather charts using the synoptic code, to interpret weather patterns and characteristics. Understanding of all these basic principles of weather and climate will be progressed through the regional units of the course.
Links to CST	"Economy from local to global" relates to Catholic Social Teaching through several key principles: Human Dignity: Catholic social teaching emphasises that the economy should serve people, not the other way around. This principle ensures that economic activities respect the inherent dignity of every person, locally and globally. Solidarity: This principle calls for a commitment to the common good and the welfare of all, advocating for global cooperation and support for those in need, regardless of geographic boundaries.	This topic reflects Catholic Social Teaching in the following ways: Care for Creation: Catholics are called to be stewards of the Earth. Understanding weather and climate helps us take better care of the environment, as we recognize the impact of our actions on the planet. Solidarity: Climate change affects everyone, especially the poor and vulnerable. Catholic teaching emphasizes the need to stand in solidarity with those who are most impacted by adverse weather and climate changes.

	Subsidiarity: It suggests that decisions should be made at the most local level possible, empowering smaller communities while ensuring higher levels of support when necessary. Option for the Poor and Vulnerable: Catholic social teaching stresses the importance of prioritizing the needs of the poor and vulnerable in economic policies and practices, both locally and globally. Care for Creation: The economy should also respect and protect the environment, recognising the interconnectedness of all creation and promoting sustainable practices.	Option for the Poor and Vulnerable: The poor are often the hardest hit by climate-related issues like extreme weather. Addressing climate change is part of the Church's preferential option for the poor, advocating for policies that protect and uplift marginalized communities.
Explicit Skill Content	• Use statistical data to draw a graph to show how the UK economy has evolved • Use an increasing range of geographical data as part of an enquiry • Decision making – locate a factory and justify choices • Know and use GIS and geotechnologies • Compare an OS map with an aerial photo to identify location factors for a car plant and a port • Use new geographical terminology	• use the synoptic code, weather charts and satellites to analyse weather patterns. • interpret and draw climate graphs for the UK. • interpret climate maps for the UK and the world. • describe and explain weather patterns and the climate of the UK. • use new geographical terminology – weather and climate.
Homework	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills
Assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 2 assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 2 assessment

Disciplinary Literacy Vocab	• employment sector • service • economy • employment structure • arable • pastoral • mixed farms • market gardens • trade • balance of trade • imports • exports • indigenous	• Geographical Information Systems (GIS) • Geotechnology • remote sensing • Transnational corporations • globalisation • markets • labour intensive.	• air pressure • anticyclones • climate graph • cold front • condensation • convectional rainfall • depression • dew • dew point temperature. • drought • frontal rainfall • frost • humidity • isobars	• Isotherms • Meteorology • occluded front • precipitation • relief rainfall • synoptic code • temperature • warm front • warm sector • weather stations
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles		
KS4 Links	GCSE (9–1) Geography specifications 2016: AQA: 3.2.2 Section B: The changing economic world. Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	GCSE (9–1) Geography specifications 2016: AQA: 3.1.1.3 Weather hazards; 3.1.1.4 Climate change		
	Cycle 3			
	Term 5 – Why do we need to understand how Earth works? 5 weeks	Term 6 – Is the geography of Russia a hinderance or a benefit? 7 weeks		
Focus & Skills	This unit builds on the previous unit by introducing the Earth’s systems with its interconnecting spheres: atmosphere, biosphere, hydrosphere, and lithosphere. This provides an important building block to understanding Earth and how it works – the concept of the Earth’s systems. Key learning for this unit: - How the Earth works as a system	This is the first regional place-based geography unit in the course. Russia is the largest country in the world, in terms of area, so it is important that pupils have an understanding of this nation. Russia has been in the news extensively as a result of the Russian invasion of Ukraine, so pupils will already know something about the region. This unit is an important aspect of pupil progress in terms of their world contextual knowledge, building on the regional studies of KS1 and KS2, towards a matrix of understanding of places in the world. In terms of		

	- How the Earth has evolved over millions of years - About the concept of geological time - How people are changing how the Earth's systems work This unit also progresses pupils' capabilities to work like a geographer. Using a decision-making activity is a significant step up in pupil capabilities regarding enquiry, in that there is a wide range of data for them to consider in reaching a conclusion both in this double lesson and across the unit. These lessons also progress pupil use and understanding of geotechnologies, both in terms of analysing satellite images, but also considering how the Brazilian government have used remote sensing to monitor deforestation levels.	geographical understanding, this unit provides an opportunity to significantly progress pupil understanding of the concept of Place. Key learning for this unit: • Where Russia is located. • What Russia is like. • The physical landscape, climate and natural environment of Russia. • How Russia's physical geography has influenced its human geography. • How important Russia is to the world. This unit has a pivotal role, pulling together concepts, ideas and skills from the systematic geography previously learnt in Year 7, further investigated in the context of a country study. The unit also introduces concepts and skills that will be further progressed in future units – population density and distribution, conflict leading to war in Ukraine.
Links to CST	Understanding how Earth works can be linked to Catholic Social teaching through several subcategories: Stewardship of Creation: Recognising that Earth is a gift from God and understanding how it functions allows us to responsibly care for it as stewards. Promotion of the Common Good: A deeper understanding of Earth's systems helps us address environmental issues that impact communities, promoting the common good for all people and future generations. Integral Ecology: By studying Earth's processes, we can appreciate the interconnectedness of all life and ecosystems, aligning with the principles of integral ecology advocated by Catholic social teaching. Preferential Option for the Poor and Vulnerable: Understanding Earth's dynamics can lead to more effective strategies for mitigating the effects of environmental degradation, which often disproportionately affect the poor and vulnerable. Solidarity: Recognizing our shared responsibility for the planet fosters a sense of solidarity with all people, encouraging collaboration to address environmental challenges collectively.	The geography of Russia can be seen through the lens of Catholic Social Teaching by considering how it impacts the common good, human dignity, and the principle of solidarity. CST emphasises the importance of ensuring that all people have access to resources and opportunities. Russia's vast and diverse geography can either hinder or benefit these principles. For instance: Common Good: Russia's large size and varied climate can create challenges in providing equitable access to resources and services across the country. This affects the common good as some regions may struggle with poverty and isolation while others may prosper. Human Dignity: Ensuring that all individuals, regardless of where they live, have their basic needs met and can live with dignity is crucial. Geographic barriers should not prevent people from accessing essential services like healthcare, education, and employment. Solidarity: CST encourages a sense of solidarity, where people and communities support one another. Overcoming the geographical challenges of Russia requires a collective effort to ensure that remote and underserved areas are not neglected.
Explicit Skill Content	• describe and explain geographical patterns • comparing atlas maps of biomes. • make a decision about the future of rainforests and plastics in oceans	• interpret climate maps for Russia • use atlas maps and photos to investigate Russia • use GIS to investigate Russia

	• use geotechnologies and new geographical terminology.	• interpret and analyse a range of geographical data including different viewpoints about an issue • use enquiry questions to describe places in Russia • describe the physical landscape of Russia • explain the differences between the climate of Russia and the UK • describe and explain the population distribution of Russia.
Homework	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills
Assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 3 assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 3 assessment
Disciplinary Literacy Vocab	• employment sector • Earth's spheres • Earth's systems • Atmosphere; hydrosphere; biosphere; lithosphere • geological timescale • interdependent • geologist • eon • eras; periods; epochs • carbon store • igneous; sedimentary; metamorphic • weathering; freeze-thaw - weathering; chemical weathering; biological weathering • erosion • deposited • water cycle • carbon cycle • evaporates; transpires; intercepted; condensation; precipitation. • biome; ecosystem • deforestation	• Arctic • Arctic Circle • Choropleth map • continental climate • demographics • densely populated • exclusive economic zone (EEZ) • Greenpeace • Indigenous • Permafrost • ethnic groups • plain • population density • sea ice • sovereignty • sparsely populated. • taiga • tundra
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles

KS4 Links	GCSE (9–1) Geography specifications 2016: AQA: 3.1.2.1 Ecosystems; 3.1.2.2 Tropical rainforests; 3.2.3.1 Resource management; 3.2.3.2 Food; 3.2.3.3 Water; 3.2.3.4 Energy	GCSE (9–1) Geography specifications 2016: The ability to identify questions and sequences of enquiry to write descriptively, analytically and critically, to communicate their ideas effectively, to develop an extended written argument, and to draw well-evidenced and informed conclusions about geographical questions and issues.
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