

## Geography – Year 7

### **Curriculum Intent**

In Year 7, Geography introduces students to geographical thinking by exploring how people, places and environments are connected at local, national and global scales. Students develop essential geographical skills, including map use, data interpretation and extended writing, while building understanding of key concepts such as place, scale, processes and sustainability. The curriculum is carefully sequenced to move from familiar local contexts to more complex global issues, establishing strong foundations for further geographical study in Year 8.

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### **What Students Will Study Across the Year**

#### **Autumn Term – What Do Geographers Do? Exploring Place and Scale**

Students begin Year 7 by exploring what Geography is and how geographers investigate the world. They develop core map skills, including atlas use, grid references and latitude and longitude, and explore places at local, national and global scales. Using local examples such as Dartmoor and Plymouth, students examine how physical and human features interact and why places are valued. This is also concluded with an introduction to the enquiry process and on-site fieldwork. This unit introduces key geographical language and enquiry skills.

#### **Autumn Term – Can the World Cope with 9 Billion People?**

Students explore global population change, investigating where people live and why populations are growing. They examine migration, urbanisation and sustainability, using global examples such as Tokyo, Mumbai and Copenhagen to interpret data and maps and consider opportunities and challenges of megacities. Case studies support students in explaining challenges and opportunities linked to population growth.

#### **Spring Term – Where Is the Hardest Place to Live on Earth?**

Students study extreme environments, focusing on hot and cold locations such as Greenland and the Atacama. They examine global biomes, climate patterns and ecosystems, and explore how people and plants adapt to challenging physical conditions. This unit strengthens understanding of physical geography and human–environment interactions.

#### **Spring Term – How Accurate Is Our World View?**

Students investigate global development and inequality, learning how development is statistically measured and why quality of life varies between places. Through data and case studies across a variety of African countries as well as looking at development in the UK, students challenge common misconceptions and develop critical geographical thinking.

#### **Summer Term – Where Does Africa Go from Here?**

Students undertake a synoptic study of Africa, exploring population, development, resources and climate change. Case studies help students challenge stereotypes and understand the diversity of the continent. This unit draws together both physical and human knowledge and skills developed across the year and supports extended geographical writing.

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### **Assessment and Progression**

Students are assessed through a mixed constitution of retrieval activities, map and data skills tasks, multiple choice questions, sequencing, drawing diagrams, extended writing and end-of-unit assessments. Assessment focuses on accurate use of geographical terminology, explanation of processes and structured written responses. By the end of Year 7, students can describe and explain geographical patterns at different scales and are well prepared to study more complex physical and human geography in Year 8.