**Bishop Rawstorne Academy – Geography Curriculum Area**

**Year 7 Curriculum - Knowledge and Skills**

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| **Year 7 unit of work** | **National Curriculum statement - Knowledge** | **National Curriculum statement - Skills** |
| **Fantastic Places** | * extend locational knowledge and deepen spatial awareness of the world’s continents using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on key physical and human characteristics, countries and major cities. * Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region. | * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom * interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length |
| **The Geography of my Stuff** | * understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources * understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems | * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length |
| **Antarctica** | * Extend their locational knowledge and deepen their spatial awareness of the world’s countries, using maps of the world to focus on environmental regions, including polar areas. | * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom * use Geographical Information Systems (GIS) to view, analyse and interpret places and data |
| **Almighty Dollar** | * Extend locational knowledge and deepen spatial awareness of the world’s countries using maps of the world, focusing on environmental regions, key physical and human characteristics, and major cities * understand geographical similarities, differences and links between places through the study of human and physical geography of a region in Africa and a region in Asia * understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources | * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom |
| **Russia** | * Extend their locational knowledge and deepen their spatial awareness using maps of the world to focus on Russia focussing on their environmental regions, key physical and human characteristics. * understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to population   understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems | * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length |
| **Risky World** | * understand how geographical processes interact to create distinctive human and physical landscapes that change over time * become aware of increasingly complex geographical systems in the world * understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to plate tectonics; rocks, weathering and soils; weather and climate; and hydrology * understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems | * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length |
| **Local Area Study** | * understand how human and physical processes interact to influence and change landscapes and environments. | * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the field * interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, and aerial and satellite photographs * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length |