Programme of Study for Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	SMSC – Where and how?
Other timescale: From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	
What is a Geographer? • What is geography and what do geographers study? • How do geographers ask and answer questions? • How can maps, data and fieldwork help us understand places? • What can we learn about Featherstone High School and Southall through fieldwork? **Skills** • Use direction, scale, symbols, four- and six-figure grid references and coordinates. • Plan a local enquiry using questionnaires and environmental-quality or bipolar surveys. • Present data using bar graphs and maps. • Use evidence to draw conclusions and evaluate an enquiry.	**What is a Geographer?: continuation** • Complete the Southall and Featherstone High School geographical enquiry. • Process and present questionnaire and environmental-quality or bipolar-survey data. • Use evidence to draw conclusions and evaluate the enquiry methods and reliability of results. **Natural Resources: start** • What are the main elements of the Earth and how do they interact? • How do rocks and soils form and why are they important to life? • What is a biome and how does the tropical rainforest work? • How do people use water, oil and energy resources? • What is the difference between renewable and non-renewable resources? • Can the Earth meet people's future resource needs sustainably? **Skills**	**Economy and Global Trade** • What is an economy? • How are jobs grouped into primary, secondary, tertiary and quaternary sectors? • How do employment patterns change over time? • How are goods and services produced, distributed and consumed? • What is trade and how has it become global? • How has the UK economy changed and become connected to the wider world? **Skills** • Classify employment into economic sectors. • Interpret employment and trade data. • Map global connections and supply chains. • Consider working conditions and ways of life in different places.	**Weather and Climate** • What is the difference between weather and climate? • What elements make up weather and climate? • How are temperature, precipitation, wind, air pressure and cloud cover measured? • How does the water cycle connect weather, climate and people? • How does the microclimate vary around the school site? **Skills** • Sequence and annotate the water cycle. • Construct and interpret climate graphs. • Use evidence to predict weather or climate patterns. • Conduct and evaluate a school microclimate investigation.	**Coasts** • How do cliffs, beaches, headlands, bays and dunes form? • How do hydraulic action, abrasion, attrition and deposition shape coastlines? • How do constructive and destructive waves differ? • How do wind speed, fetch and tides affect waves? • How do people use and affect coastal environments? • How can coastal erosion be managed using sea walls, groynes and beach nourishment? **Skills** • Interpret coastal photographs, OS maps and diagrams. • Sequence and explain coastal processes. • Identify coastal landscapes and landforms. • Evaluate hard- and soft-engineering strategies.	**Russia** • Where is Russia and how does its vast size influence the country? • What are Russia's main physical and human features? • How do climate and landscape vary across Russia? • Where do people live and why is the population unevenly distributed? • How do culture, resources and economic activity vary across Russia? • How can evidence be used to challenge generalisations about Russia? **Skills** • Use maps and graphs to investigate population distribution and climate. • Compare regions and ways of life within Russia. • Interpret physical and human geography evidence. • Reach supported conclusions about a diverse country.	**Autumn (1st term) • What is a Geographer?** • Spiritual - Pupils reflect on how map skills and geographical inquiry allow them to see their local environment, Southall, through a structured, analytical lens. • Moral - Pupils evaluate whether environmental quality and resources in local places are distributed fairly across the community. • Social - Pupils collaborate to plan, carry out, and process data for a local fieldwork enquiry around Featherstone High School. • Cultural - Pupils appreciate the diversity and shared features of their local area by investigating data across Southall. **Autumn (2nd term) • What is a Geographer? (Continuation) & Natural Resources** • Spiritual - Pupils develop interest with the power and delicate balance of natural biomes such as tropical rainforests. • Moral - Pupils justify a response to how human activity impacts resource use and evaluate whether current consumption is sustainable for future generations. • Social - Pupils debate different responses to resource shortages and consider how communities and decision-makers manage finite resources. • Cultural - Pupils compare how reliance on renewable versus non-renewable energy impacts different global populations and ways of life. **Spring (1st term) • Economy and Global Trade** • Spiritual - Pupils consider how this changes their perspective on how interconnected everyday consumer products are with global human effort.

	• Present fieldwork data using graphs and maps. • Draw conclusions and evaluate a local enquiry. • Read thematic maps and identify geographical patterns. • Compare renewable and non-renewable resources. • Reach supported conclusions about sustainability.					• Moral - Pupils consider the consequences of global supply chains on working conditions and pay for workers in different parts of the world. • Social - Pupils consider how communities and decision-makers are interconnected globally through consumer choices and trade networks. • Cultural - Pupils compare working conditions and ways of life across different economic sectors globally. **Spring (2nd term) • Weather and Climate** • Spiritual - Pupils consider how this changes their perspective on the natural weather patterns, atmospheric forces, and water cycle that shape everyday life. • Moral - Pupils consider the consequences of extreme weather events and local microclimates on human wellbeing and safety. • Social - Pupils collaborate to measure weather elements and conduct a microclimate enquiry around the school site. • Cultural - Pupils appreciate the diversity and shared features of global living conditions by analysing climate graphs from contrasting regions. **Summer (1st term) • Coasts** • Spiritual - Pupils develop fascination with the natural forces of hydraulic action, erosion, and wave energy that shape coastal landscapes. • Moral - Pupils evaluate whether costly hard-engineering coastal defences are justified or if soft-engineering strategies present a fairer response. • Social - Pupils debate different responses to coastal erosion and consider how communities and decision-makers resolve conflicts between residents, businesses, and environmentalists. • Cultural - Pupils compare how different coastal communities evaluate the cultural
Key Learning Outcomes • Explain what geographers study at local, national and global scales. • Use core map skills accurately. • Plan, present and evaluate a local fieldwork enquiry.	**Key Learning Outcomes** • Complete, present and evaluate a local geographical enquiry. • Explain the importance of rocks, soils, biomes and natural resources. • Distinguish between renewable and non-renewable resources. • Assess how resources can be managed sustainably.	**Key Learning Outcomes** • Explain how economic activities are grouped into sectors. • Explain how economies and employment change. • Describe how trade and globalisation connect people and places.	**Key Learning Outcomes** • Distinguish between weather and climate. • Explain how weather is measured and how the water cycle operates. • Interpret climate data and carry out a microclimate enquiry.	**Key Learning Outcomes** • Explain how waves, erosion, transportation and deposition shape coastlines. • Identify and explain key coastal landforms. • Assess the effectiveness and impacts of coastal-management strategies.	**Key Learning Outcomes** • Locate Russia and describe its diverse physical and human geography. Explain how climate, resources and physical geography influence population and economic activity. • Use evidence to compare Russian regions and avoid	
Autumn terms **Autumn 1** • Map-skills assessment and Southall fieldwork write-up. **Autumn 2** • Natural Resources exam-style questions.		**Spring terms** **Spring 1** • Economy and Global Trade assessment. **Spring 2** • Weather and Climate skills and enquiry questions.		**Summer terms** **Summer 1** • Coasts assessment **Summer 2** • End-of-year assessment covering Year 7 content, including Russia..		
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	
Building understanding • Being a Geographer establishes that geography operates from local to global scales. • Map skills and Southall fieldwork provide the core enquiry, numeracy and literacy skills	**Building understanding** • Completing What is a Geographer? at the start of Autumn 2 allows students to finish the full enquiry process by presenting evidence, drawing conclusions and evaluating their fieldwork.	**Building understanding** • Economy and Global Trade develops understanding of jobs, sectors, production and global connections. • Students connect everyday products and employment to	**Building understanding** • Weather and Climate develops physical-geography knowledge through measurement, the water cycle and local investigation. • The unit prepares students to study how physical processes	**Building understanding** • Coasts follows Weather and Climate so students apply process knowledge to landscapes and interactions between people and environments. • The unit introduces ideas revisited in	**Building understanding** • Russia concludes Year 7 by combining map, climate, population, resource and economic knowledge in a regional study. • Students use evidence to understand diversity	

required throughout KS3.	• Natural Resources then builds from local enquiry to the Earth's systems, biomes and resources, introducing sustainability and foundations for later study of development and climate.	places at different scales.	shape coastal environments.	Distinctive Landscapes at GCSE.	within a major world region and challenge generalisations.	and economic value of protecting shoreline heritage. **Summer (2nd term) • Russia** • Spiritual - Pupils reflect on how Russia's vast physical scale and varied climate shape how people experience and live in their environment. • Moral - Pupils evaluate whether geographical evidence supports or refutes broad generalisations made about a complex nation. • Social - Pupils consider how decision-makers manage uneven population distribution and infrastructure across vast geographical distances. • Cultural - Pupils challenge stereotypes about Russia by analysing evidence of its diverse physical landscapes, regional cultures, and economic activities.
Home Learning • Map-skills and retrieval practice. • Fieldwork write-up and response to feedback. • Research tasks and guided reading linked to current topics. • Case-study and geographical vocabulary recall.						
Reading / literacy • Geographical vocabulary and academic literacy. • Differentiated writing frames and model answers. • Textbooks, newspaper articles, websites and geographical news. • CUBE to decode questions and support extended writing.						
Numeracy • Use grid references, coordinates, scale and distance. • Present questionnaire and fieldwork data using graphs. • Interpret employment, trade, population and resource data. • Construct and interpret climate graphs. • Compare patterns, rank data and draw supported conclusions.						
Enrichment / cultural capital • Investigate Southall through local fieldwork. • Explore how people earn a living in different parts of the world. • Research and present geographical information. • Consider where products come from and how trade connects places. • Develop awareness of geographical careers, ethical choices and sustainable decision-making.						