Year 7 GEOGRAPHY Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Units of Work	Unit 1: What is geography? *What is my place in the world?*	Unit 2: Earth Systems *Why do we need to understand how the Earth works?*	Unit 3: Landscapes UK *Why are UK landscapes important?*	Unit 4: Tourism *How and why do people travel?*	Unit 5: Weather and climate *What is weather and climate?*	Unit 6: Fieldwork Enquiry *What is my local microclimate?*
Ethos Links	**Sustainability**: How can understanding physical and human geography help us make more sustainable decisions about the places we live in? **STEM**: How do geographers use technology and data to understand the world around us?	**Sustainability**: How can understanding Earth's systems help us protect the planet for future generations? **STEM**: How do scientists and geographers use technology to study the Earth's structure and systems?	**Sustainability**: How can we balance the use of natural landscapes with the need to protect them? **STEM**: How do scientists and engineers study and shape the landscapes around us?	**Sustainability**: How can tourism shape the environment in both positive and negative ways? **STEM**: How have innovations in transport and technology made global tourism possible?	**Sustainability**: How can we reduce our impact on the climate and protect future generations? **STEM**: How does science help us understand and predict weather and climate change?	**Sustainability**: How can understanding microclimates help us design more sustainable and comfortable places to live and learn? **STEM**: How do geographers use data, graphs, and digital tools to study local environments?
Learning End Points	By the end of this unit students will: **Think like a geographer:** Ask geographical questions about place, space, and scale. **Work like a geographer**: Use maps, data, and fieldwork skills. **Know like a geographer**: Build foundational knowledge for future topics like tourism, population, and global issues.	By the end of this unit students will: **Think like a geographer**: Ask questions about Earth's structure and processes. **Work like a geographer**: Use diagrams, models, and data to explore Earth systems. **Know like a geographer**: Build foundational knowledge of physical geography and Earth science.	By the end of this unit students will: **Think like a geographer**: Ask questions about how landscapes form and change. **Work like a geographer**: Use maps, diagrams, and case studies to explore physical geography. **Know like a geographer**: Understand the processes that shape the UK's landscapes and how humans interact with them.	By the end of this unit students will: **Think Like a Geographer:** Ask critical questions about why people travel, how tourism affects places. **Work Like a Geographer:** Use maps, data, and case studies to investigate tourism. **Know Like a Geographer:** Understand key concepts such as migration for pleasure, types of tourism, and human-environment interactions.	By the end of this unit students will: **Think like a Geographer**: Understand how atmospheric processes shape weather and climate. **Work like a Geographer**: Use data, graphs, and maps to investigate weather patterns and climate zones. **Know like a Geographer**: Learn key concepts such as precipitation, temperature, and climate change.	By the end of this unit students will: **Think like a Geographer**: Ask questions about how and why microclimates vary in different locations. **Work like a Geographer**: Use fieldwork, data collection, and mapping to investigate local environments. **Know like a Geographer**: Understand how physical and human factors influence local climate conditions.

	By the end of this unit students will develop their ability to: **Use** a range of maps (including OS maps and digital maps) to locate places and describe spatial relationships. Use compass directions, grid references, and scale to describe location and distance. **Interpret** simple data sets (e.g. population, climate, land use) to identify patterns and draw conclusions. **Communicate** geographical understanding using annotated diagrams, maps, and written explanations. Begin to **evaluate** how geographical data and tools can help solve real-world problems.	By the end of this unit students will develop their ability to: **Use** labelled diagrams and cross-sections to describe the structure of the Earth and key physical processes. Use maps and satellite imagery to locate and describe physical features and Earth system changes. **Interpret** models and animations to explain tectonic activity, rock cycles, and atmospheric systems. **Analyse** data sets (e.g. seismic activity, volcanic eruptions, climate patterns) to identify trends and draw conclusions. **Communicate** understanding of Earth systems through structured explanations and visual representations. Begin to **evaluate** how scientific and geographical tools help us monitor and respond to changes in the Earth's systems.	By the end of this unit students will develop their ability to: **Use** OS maps and topographic maps to identify and describe physical features of UK landscapes. Use fieldwork techniques (e.g. sketching, observation, data collection) to investigate local or virtual landscapes. **Interpret** cross-sections, photographs, and diagrams to explain landscape formation and change. **Analyse** case studies to understand how physical processes and human activity interact in shaping landscapes. **Communicate** findings using annotated diagrams, structured writing, and geographical terminology. **Begin** to evaluate how landscape management strategies balance environmental protection with human needs.	By the end of this unit students will develop their ability to: **Use** maps to identify global tourism patterns and destinations. **Interpret** data on visitor numbers, transport routes, and economic impact. **Analyse** case studies to understand the effects of tourism on people and places. **Apply** fieldwork and enquiry skills to investigate tourism in a local or virtual context. **Communicate** findings using graphs, maps, and structured explanations. Begin to **evaluate** how tourism can be managed sustainably and equitably.	By the end of this unit students will develop their ability to: **Describe** and **compare** weather and climate using key terminology. **Interpret** weather data and climate graphs to identify patterns and trends. **Use maps** and satellite imagery to locate areas affected by extreme weather. **Evaluate** the causes and consequences of climate change using evidence. **Apply** geographical vocabulary and concepts to real-world weather events. **Think critically** about how weather and climate affect people and places.	By the end of this unit students will develop their ability to: **Use** school or local area maps to plan and conduct fieldwork. **Collect** and record primary data using observation, surveys, and environmental quality assessments. **Create** and **interpret** radar graphs and other visual data representations. **Present** findings using a mix of qualitative and quantitative data. **Draw** conclusions and evaluate the reliability of data and methods. Begin to link fieldwork findings to broader geographical concepts and **processes**.
Key Vocabulary	• Anomaly • Cartographer • Characteristics • Continents • Contour line • Environmental, human and physical geography • Equator and Meridian • Grid reference • Hemisphere • Latitude and longitude	• Atmosphere • Biosphere • Continental drift • Cryosphere • Cycles: rock, water and carbon cycles • Erosion • Fossil fuels • Geological time • Hydrosphere • Lithosphere • Non-renewable energy • Renewable energy • Sustainability	• Cavern • Erosion • Glacier • Lithosphere • Lowlands • Relief • Quarrying • Processes: erosion, deposition and transportation • Stalactites and stalagmites • Uplands Weathering	• Auschwitz • Dark Tourism • Disposable income Economic impact • Eco- tourism • Environmental impact • Globalisation • Honey-pot site • Leisure • Mass Tourism • Nuclear tourism • Recreation • Social impact • Travel agency	• Air pressure • Carbon footprint • Climate • Climate Change • Cloud formation • Cloud types (cumulus, stratus, cirrus, etc.) • Condensation • Evaporation • Extreme weather • Greenhouse effect • Meteorology • Oktas	• Anomaly • Bias • Environmental quality survey • Field sketch • GIS • Hypothesis • Primary data • Qualitative data • Quantitative data • Questionnaire • Sample • Secondary data Test

	• Maps and projections • Ocean • Place • Relief	Weathering		• Tour Tourism	• Precipitation • Rainfall types: convectional/frontal/ relief • Water cycle Weather	