# 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 |
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| **Units of Work** | Unit 1: What is geography?<br>What is my place in the world? | Unit 2: Earth Systems<br>Why do we need to understand how the Earth works? | Unit 3: Landscapes UK<br>Why are UK landscapes important? | Unit 4: Tourism<br>How and why do people travel? | Unit 5: Weather and climate<br>What is weather and climate? | Unit 6: Fieldwork Enquiry<br>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?<br>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?<br>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?<br><br>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?<br>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?<br><br>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?<br>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:<br>Think like a geographer:<br>Ask geographical questions about place, space, and scale.<br>Work like a geographer: Use maps, data, and fieldwork skills.<br>Know like a geographer: Build foundational knowledge for future topics like tourism, population, and global issues. | By the end of this unit students will:<br>Think like a geographer: Ask questions about Earth's structure and processes.<br>Work like a geographer: Use diagrams, models, and data to explore Earth systems.<br>Know like a geographer: Build foundational knowledge of physical geography and Earth science. | By the end of this unit students will:<br>Think like a geographer: Ask questions about how landscapes form and change.<br><br>Work like a geographer: Use maps, diagrams, and case studies to explore physical geography.<br><br>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:<br>Think Like a Geographer: Ask critical questions about why people travel, how tourism affects places.<br>Work Like a Geographer: Use maps, data, and case studies to investigate tourism.<br>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:<br>Think like a Geographer: Understand how atmospheric processes shape weather and climate.<br><br>Work like a Geographer: Use data, graphs, and maps to investigate weather patterns and climate zones.<br><br>Know like a Geographer: Learn key concepts such as precipitation, temperature, and climate change. | By the end of this unit students will:<br>Think like a Geographer: Ask questions about how and why microclimates vary in different locations.<br>Work like a Geographer: Use fieldwork, data collection, and mapping to investigate local environments.<br>Know like a Geographer: Understand how physical and human factors influence local climate conditions. |

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

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