Curriculum Map

Sandringham School
'Everybody can be Somebody'

Subject: Geography

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content *Declarative Knowledge – 'Know What'*	**Unit 1: Introduction to Geography and Map Skills** ➢ The distinction between physical and human geography ➢ The distinction between physical and political maps, and how to read them ➢ Major (specific) rivers and mountain ranges of the UK ➢ Why using grid references is important ➢ What relief means ➢ What the definition of GIS is ➢ What some of the big concepts in geography are	**Unit 2: Place, Space and the UK Economy** ➢ The different meanings of place, drawn from student perspectives of their local place ➢ How economies are defined ➢ Different job types and examples (primary, secondary, tertiary etc.) ➢ Reasons for the location of manufacturing industries ➢ Reasons for the decline in manufacturing and the growth of the tertiary sector in the UK ➢ Impacts of the decline in secondary industry ➢ The definition of globalisation ➢ What containerisation is, and how this has created a more interconnected world	**Unit 3: The Natural World** ➢ What the water cycle is. ➢ What ecosystems are, and how different organisms are linked ➢ The definition of interdependence ➢ The structure of, and conditions found in, tropical rainforest ecosystems ➢ The causes and consequences of deforestation in tropical rainforests ➢ Palm Oil – how it is grown, what it is used for, and the impacts this growing industry is having on the planet ➢ Understanding drainage basins ➢ The Amazon River Basin ➢ Causes and consequences of flooding	**Unit 4: Introducing Fieldwork** ➢ Understanding what fieldwork is and what enquiry questions are. ➢ Understanding random, systematic and stratified sampling ➢ Carrying out an enquiry. Completing environmental quality surveys, biodiversity transects ➢ Understanding how to improve the accuracy and representativeness of data collection methods ➢ Data presentation and analysis through radar graphs and bar graphs ➢ Conclusions and evaluations – relating to accuracy, reliability, validity	**Unit 5: Place Study: China** ➢ Locational knowledge: features of the physical and human geography of China ➢ Reasons for rural-urban migration in China ➢ The impacts of urban growth in China ➢ How and why the economy has grown in China ➢ Specific environmental challenges that China faces ➢ Methods that China can make its economic growth more sustainable ➢ What a superpower is – and if China can claim to be one?
Skills *Procedural Knowledge – 'Know How'*	**Cartographic skills** ➢ Atlas skills – navigating physical and political maps ➢ OS Maps, including grid references, use of scale, symbols, relief ➢ Use of geographical information systems (GIS) **Graphical Skills** ➢ Description of patterns in graphs [TEA method] **Other** ➢ Interpretation of photographs and geographical sources ➢ Introduction to geographical literacy [PEEL paragraphs] ➢ Maths skills - calculation and percentages	**Cartographic skills** ➢ Use of historical and contemporary maps for comparison and to examine urban change ➢ Use of OS Maps to identify areas of specified land use, and to aid decision-making ➢ GIS – using GIS to create personalised maps **Graphical skills** ➢ Construction and interpretation of pie charts, and other forms of data presentation **Other** ➢ Interpretation of images/cartoons (use of layers of inference) ➢ Decision-making scenario – how to make informed decisions using geographical evidence	**Cartographic skills** ➢ Atlas skills – interpretation of biome/ecosystem map ➢ GIS – how to use GIS to interpret changing land use ➢ Description of patterns on maps [TEA method] **Graphical skills** ➢ Construction and interpretation of climate graphs ➢ Creation of ecosystems diagrams, including linkages **Other** ➢ Fieldwork – how to conduct small-scale fieldwork investigations including the ability to create field sketches ➢ Introduction to decision-making exercise (palm oil) ➢ 'Evaluative' writing structure	**Cartographic skills** ➢ Using a map of the school site during the fieldwork collection **Graphical skills** ➢ Construction of bar and radar graphs ➢ Interpreting data from bar and radar graphs **Other** ➢ Evaluative writing structure PEEL	**Cartographic skills** ➢ Use of physical and political maps to examine unfamiliar environments ➢ Construction and interpretation of choropleth maps, including colour scaling **Graphical skills** ➢ Interpretation of line graphs showing change over time **Other** ➢ Use of photographic evidence to interpret environmental challenges ➢ Analysis of geographical sources, including newspaper articles

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			➢ Development of PEEL paragraph structure ➢ Photographic analysis and interpretation ➢ Maths skills – mean/averages of data		
Key Questions	➢ Why is geography/are geographers important? ➢ Why is the use of maps, both physical and digital, important in the modern world? ➢ What are the 'big issues' that geographers study?	➢ What does the concept of 'place' mean? ➢ How do student's experiences affect their concept of place? ➢ Why is location so important to the manufacturing industry? ➢ Is economic change in the UK positive for its people? ➢ How influential is globalisation on the world? Is it a good thing?	➢ Why are rocks and soils so important? ➢ What are the issues that result from ecosystems being interdependent? ➢ Is deforestation unavoidable? ➢ Can the production of palm oil be made sustainable?	➢ What is fieldwork? ➢ What are enquiry questions? ➢ What are the different sampling techniques? ➢ What is the importance for accuracy, reliability and validity in data collection? ➢ How valid, reliable and accurate was our data collection?	➢ Why is China an important nation to study? ➢ How diverse is the physical and human geography of China? ➢ Why has China's economy grown so rapidly? ➢ Is China's economic growth sustainable?
Assessment	Assessment encompasses written structures (PEEL), TEA, map skills and numerical skills in the form of a booklet. This is completed in class.	Assessment encompasses written structures (PEEL), TEA, map skills and numerical skills in the form of a booklet. This is completed in class.	Assessment encompasses written structures (PEEL), TEA, map skills and numerical skills in the form of a booklet. This is completed in class.	Assessment encompasses written structures (PEEL), TEA, map skills and numerical skills in the form of a booklet. This is completed in class.	n/a
Literacy Numeracy SMSC/Character	**Literacy** ➢ Introduction to and use of **PEEL paragraph** structure to build foundation for strong geographic literacy ➢ Introduction to **TEA method** of describing what graphs and maps show **Numeracy** ➢ Use of basic calculations and calculating percentages ➢ Students asked to bring a calculator to all lessons, normalising maths in the geography classroom **SMSC/Character** ➢ Introduction to big global issues, such as inequality, development, sustainability and climate change – helps to create **integrity, tolerance and initiative**, whilst initiating the concept of '**global citizenship**'. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology **Numeracy** ➢ Construction of simple graphs to show data **SMSC/Character** ➢ Unit encourages students to reflect on their identity and consider the importance of their local place. This will encourage students to understand their local place better, and thus value its importance to them and others more readily. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology ➢ Introduction to evaluative writing style, and the importance of balancing arguments **Numeracy** ➢ Use of calculating the mean to analyse data sets ➢ Introduction to graphs with multiple axes – interpreting complex graphs **SMSC/Character** ➢ Unit focuses in on sustainability as a critical issue that the planet faces. This should help students to build empathy for the environmental crisis, this building their **integrity**. There is also the chance for students to consider the perspectives of different	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Development of student's use of tier 3 geographical terminology ➢ Introduction to evaluative writing style, and the importance of balancing arguments **Numeracy** ➢ Creating and interpreting complex graphs **SMSC/Character** ➢ Small-scale fieldwork opportunity to develop **confidence** when working outside of the classroom. ➢ Building on global issues surrounding biodiversity and sustainability in the context of the school site.	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology **Numeracy** ➢ Practice of introduced skills **SMSC/Character** ➢ Unit provides a holistic examination of a globally important place they may not have studied before in detail. It is critical that students are provided with an impartial lens through which to assess different places, cultures, ideologies and experience to ensure they embrace human differences. This should further their '**global citizenship'**. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging

	aspiration for**, initiative** with, and **confidence** in, their academic study.		groups, thus providing balance to any arguments they make. ➢ Small-scale fieldwork opportunity to develop **confidence** when working outside of the classroom. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.		**aspiration** for**, initiative** with, and **confidence** in, their academic study.

NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.