



Curriculum Map

Subject: Geography

Year group: 7

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer |
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| <p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p> | <p>Unit 1: Introduction to Geography and Map Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> The distinction between physical and human geography <input type="checkbox"/> The distinction between physical and political maps, and how to read them <input type="checkbox"/> Major (specific) rivers and mountain ranges of the UK <input type="checkbox"/> Why using grid references is important <input type="checkbox"/> What relief means <input type="checkbox"/> What the definition of GIS is <input type="checkbox"/> What some of the big concepts in geography are | <p>Unit 2: The Natural World</p> <ul style="list-style-type: none"> <input type="checkbox"/> What the biosphere is, and what it provides humans <input type="checkbox"/> The importance of rocks and the formation of soils <input type="checkbox"/> What ecosystems are, and how different organisms are linked <input type="checkbox"/> The definition of interdependence <input type="checkbox"/> The structure of, and conditions found in, tropical rainforest ecosystems <input type="checkbox"/> The causes and consequences of deforestation in tropical rainforests <input type="checkbox"/> Palm Oil – how it is grown, what it is used for, and the impacts this growing industry is having on the planet | <p>Unit 3: Place, Space and the UK Economy</p> <ul style="list-style-type: none"> <input type="checkbox"/> The different meanings of place, drawn from student perspectives of their local place <input type="checkbox"/> How economies are defined <input type="checkbox"/> Different job types and examples (primary, secondary, tertiary etc.) <input type="checkbox"/> Reasons for the location of manufacturing industries <input type="checkbox"/> Reasons for the decline in manufacturing and the growth of the tertiary sector in the UK <input type="checkbox"/> Impacts of the decline in secondary industry <input type="checkbox"/> The definition of globalisation <input type="checkbox"/> What containerisation is, and how this has created a more interconnected world | <p>Unit 4: Rivers and Flooding</p> <ul style="list-style-type: none"> <input type="checkbox"/> The importance of freshwater, including how much of the world's water is potable <input type="checkbox"/> What water is used for and why demand is increasing <input type="checkbox"/> The key components of the hydrological cycle and drainage basins <input type="checkbox"/> Processes of fluvial erosion and deposition <input type="checkbox"/> How river landforms are created (either waterfall, meander or levees) <input type="checkbox"/> Why rivers are important to people <input type="checkbox"/> The impacts that floods can have on people, the economy, and the environment. | <p>Unit 5: Place Study: China</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locational knowledge: features of the physical and human geography of China <input type="checkbox"/> Reasons for rural-urban migration in China <input type="checkbox"/> The impacts of urban growth in China <input type="checkbox"/> How and why the economy has grown in China <input type="checkbox"/> Specific environmental challenges that China faces <input type="checkbox"/> Methods that China can make its economic growth more sustainable <input type="checkbox"/> What a superpower is – and if China can claim to be one? |
| <p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p> | <p>Cartographic skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Atlas skills – navigating physical and political maps <input type="checkbox"/> OS Maps, including grid references, use of scale, symbols, relief <input type="checkbox"/> Use of geographical information systems (GIS) <p>Graphical Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of patterns in graphs [TEA method] <p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpretation of photographs and geographical sources | <p>Cartographic skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Atlas skills – interpretation of biome/ecosystem map <input type="checkbox"/> GIS – how to use GIS to interpret changing land use <input type="checkbox"/> Description of patterns on maps [TEA method] <p>Graphical skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Construction and interpretation of climate graphs <input type="checkbox"/> Creation of ecosystems diagrams, including linkages <p>Other</p> | <p>Cartographic skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of historical and contemporary maps for comparison and to examine urban change <input type="checkbox"/> Use of OS Maps to identify areas of specified land use, and to aid decision-making <input type="checkbox"/> GIS – using GIS to create personalised maps <p>Graphical skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Construction and interpretation of pie charts, and other forms of data presentation <p>Other</p> | <p>Cartographic skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of satellite imagery and maps to examine physical environments and landforms <p>Graphical skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpretation of systems diagrams <input type="checkbox"/> Creation of sequenced diagrams as a form of geographical explanation (e.g. processes and landforms) <p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using annotations to illustrate ideas, concepts | <p>Cartographic skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of physical and political maps to examine unfamiliar environments. <input type="checkbox"/> Construction and interpretation of choropleth maps, including colour scaling <p>Graphical skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpretation of line graphs showing change over time <p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of photographic evidence to interpret environmental challenges |



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| | <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to geographical literacy [PEEL paragraphs] <input type="checkbox"/> Maths skills - calculation and percentages | <ul style="list-style-type: none"> <input type="checkbox"/> Fieldwork – how to conduct small-scale fieldwork investigations including the ability to create field sketches <input type="checkbox"/> Introduction to decision-making exercise (palm oil) <input type="checkbox"/> 'Evaluative' writing structure <input type="checkbox"/> Development of PEEL paragraph structure <input type="checkbox"/> Photographic analysis and interpretation <input type="checkbox"/> Maths skills – mean/averages of data | <ul style="list-style-type: none"> <input type="checkbox"/> Interpretation of images/cartoons (use of layers of inference) <input type="checkbox"/> Decision-making scenario – how to make informed decisions using geographical evidence | <p>and processes onto systems diagrams</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of geographical sources, including newspaper articles |
| Key Questions | <ul style="list-style-type: none"> <input type="checkbox"/> Why is geography/are geographers important? <input type="checkbox"/> Why is the use of maps, both physical and digital, important in the modern world? <input type="checkbox"/> What are the 'big issues' that geographers study? | <ul style="list-style-type: none"> <input type="checkbox"/> Why are rocks and soils so important? <input type="checkbox"/> What are the issues that result from ecosystems being interdependent? <input type="checkbox"/> Is deforestation unavoidable? <input type="checkbox"/> Can the production of palm oil be made sustainable? | <ul style="list-style-type: none"> <input type="checkbox"/> What does the concept of 'place' mean? <input type="checkbox"/> How do student's experience affect their concept of place? <input type="checkbox"/> Why is location so important to the manufacturing industry? <input type="checkbox"/> Is economic change in the UK positive for its people? <input type="checkbox"/> How influential is globalisation on the world? Is it a good thing? | <ul style="list-style-type: none"> <input type="checkbox"/> Why is water so important for humans? <input type="checkbox"/> What makes the hydrological cycle so important? <input type="checkbox"/> How do fluvial processes shape the Earth's surface? <input type="checkbox"/> Why are floods so dangerous? <input type="checkbox"/> How do humans influence risk? | <ul style="list-style-type: none"> <input type="checkbox"/> Why is China an important nation to study? <input type="checkbox"/> How diverse is the physical and human geography of China? <input type="checkbox"/> Why has China's economy grown so rapidly? <input type="checkbox"/> Is China's economic growth sustainable? |
| Assessment | Assessment is an examination of a combination of geographical knowledge and skills from this unit, completed in class. | Assessment is an extended written piece completed at home with success criteria. [Decision-making: How sustainable is the use of palm oil?] | Assessment is an examination of a combination of geographical knowledge and skills from this unit, completed in class. | Assessment is an examination of a combination of geographical knowledge and skills from this unit, completed in class. | n/a |
| Literacy Numeracy SMSC/Character | <p>Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to and use of PEEL paragraph structure to build foundation for strong geographic literacy <input type="checkbox"/> Introduction to TEA method of describing what graphs and maps show <p>Numeracy</p> | <p>Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continued development of PEEL paragraph structure <input type="checkbox"/> Continued development of TEA method <input type="checkbox"/> Development of student's use of tier 3 geographical terminology <input type="checkbox"/> Introduction to evaluative writing style, and the | <p>Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continued development of PEEL paragraph structure <input type="checkbox"/> Continued development of TEA method <input type="checkbox"/> Development of student's use of tier 3 geographical terminology <p>Numeracy</p> | <p>Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continued development of PEEL paragraph structure <input type="checkbox"/> Continued development of TEA method <input type="checkbox"/> Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice of introduced skills | <p>Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continued development of PEEL paragraph structure <input type="checkbox"/> Continued development of TEA method <input type="checkbox"/> Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice of introduced skills |



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| | <ul style="list-style-type: none"> □ Use of basic calculations and calculating percentages □ Students asked to bring a calculator to all lessons, normalising maths in the geography classroom <p>SMSC/Character</p> <ul style="list-style-type: none"> □ 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 aspiration for, initiative with, and confidence in, their academic study. | <p>importance of balancing arguments</p> <p>Numeracy</p> <ul style="list-style-type: none"> □ Use of calculating the mean to analyse data sets □ Introduction to graphs with multiple axes – interpreting complex graphs <p>SMSC/Character</p> <ul style="list-style-type: none"> □ 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 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. | <ul style="list-style-type: none"> □ Construction of simple graphs to show data <p>SMSC/Character</p> <ul style="list-style-type: none"> □ 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. | <p>SMSC/Character</p> <ul style="list-style-type: none"> □ Unit provides context to the hydrosphere and its importance in global human development. It also integrates the concept of risk, and considers how this can influence people's lives in the UK and around the world. □ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging aspiration for, initiative with, and confidence in, their academic study. | <p>SMSC/Character</p> <ul style="list-style-type: none"> □ 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. |
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NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.