



Curriculum Map

Subject: Geography

Year group: 7

	Autumn 1	Spring 1	Autumn 2	Summer	Spring 2
Content <i>Declarative Knowledge – 'Know What'</i>	Unit 1: Geographical Skills and Concepts <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 and Local Ecosystems <ul style="list-style-type: none"> What the biosphere is, and what it provides humans The importance of rocks and the formation of soils 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 Fieldwork skills and techniques and how to use them (e.g. environmental quality surveys) 	Unit 4: Physical Systems I – Landscapes of the UK <ul style="list-style-type: none"> The importance of freshwater, including how much of the world's water is potable What water is used for and why demand is increasing The key components of the hydrological cycle and drainage basins Processes of fluvial erosion and deposition How river landforms are created (either waterfall, meander or levees) Why rivers are important to people The impacts that floods can have on people, the economy, and the environment. The role of glaciation in shaping the UK's landscapes Evidence of glaciation in the UK in the form of glacial landforms 	Unit 5: Place Study: China <ul style="list-style-type: none"> 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 <i>Procedural Knowledge – 'Know How'</i>	Cartographic skills <ul style="list-style-type: none"> 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	Cartographic skills <ul style="list-style-type: none"> 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	Cartographic skills <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Construction and interpretation of climate graphs 	Cartographic skills <ul style="list-style-type: none"> Use of satellite imagery and maps to examine physical environments and landforms Graphical skills <ul style="list-style-type: none"> Interpretation of systems diagrams Creation of sequenced diagrams as a form of geographical explanation 	Cartographic skills <ul style="list-style-type: none"> Use of physical and political maps to examine unfamiliar environments. Construction and interpretation of choropleth maps, including colour scaling Graphical skills



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	<input type="checkbox"/> Description of patterns in graphs [TEA method] Other <input type="checkbox"/> Interpretation of photographs and geographical sources <input type="checkbox"/> Introduction to geographical literacy [PEEL paragraphs] <input type="checkbox"/> Maths skills - calculation and percentages	<input type="checkbox"/> Construction and interpretation of pie charts, and other forms of data presentation Other <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	<input type="checkbox"/> Creation of ecosystems diagrams, including linkages Other <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 Maths skills – mean/averages of data	(e.g. processes and landforms) Other <input type="checkbox"/> Using annotations to illustrate ideas, concepts and processes onto systems diagrams	<input type="checkbox"/> Interpretation of line graphs showing change over time Other <input type="checkbox"/> Use of photographic evidence to interpret environmental challenges <input type="checkbox"/> Analysis of geographical sources, including newspaper articles
Key Questions	<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?	<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?	<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? <input type="checkbox"/> How sustainable is the Sandringham school site?	<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? <input type="checkbox"/> How important is ice in shaping the UK's landscapes? <input type="checkbox"/>	<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 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.	n/a



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<p>Literacy Numeracy SMSC/Character</p>	<p>Literacy</p> <ul style="list-style-type: none"> □ 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 <p>Numeracy</p> <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>Literacy</p> <ul style="list-style-type: none"> □ Continued development of PEEL paragraph structure □ Continued development of TEA method □ Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <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>Literacy</p> <ul style="list-style-type: none"> □ 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 <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. 	<p>Literacy</p> <ul style="list-style-type: none"> □ Continued development of PEEL paragraph structure □ Continued development of TEA method □ Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> □ Practice of introduced skills <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>Literacy</p> <ul style="list-style-type: none"> □ Continued development of PEEL paragraph structure □ Continued development of TEA method □ Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> □ Practice of introduced skills <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'. <p>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>
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NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.