Curriculum Map
Year 7

Geography

Learning Aims and Curriculum Intent:

Pupils in Year 7 are introduced to Geography as a distinct and academic subject, delivered initially through a foundational context of what Geography is and what its different disciplines are – the physical, human, environmental, social, historical, and political. Pupils explore the many aspects of Geography such as place, scale, interdependence, physical and human processes, environmental interaction, and sustainable development as well as issues-based Geography. They are introduced to general World Geography in this first year which provides them with knowledge that empowers them to build their own foundations for exploring more complex issues at different scales in subsequent years. Their first year is spent studying the geography of their home nation, the UK, as well as general World Geographies, the purpose and importance of National Parks in the UK and the conflicts they experience, as well as the processes and management of Coasts. Pupils also learn a range of map skills that underpin the practical and cognitive elements of understanding myriad geographical data. Pupils in Year 7 begin their training in describing different geographies, know basic world and UK geography, understand sequences of landform formations, and construct balanced arguments/develop extended-writing skills through their first study of issues-based Geography. There are opportunities for pupils to develop oracy, collaborative and digital literacy skills.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	**The UK – United and Diverse?** ▪ What is Geography? ▪ How do we use latitude and longitude? ▪ How diverse are Britain's landscapes? ▪ What do we mean by the United Kingdom, Great Britain and British Isles? ▪ Why are some parts of the UK more densely populated than others? ▪ What are the links between employment and living standards in different parts of the UK? ▪ What is the climate of the UK like and why is our weather so changeable?	**Foundational** (intro to): Sense of place and space relating to the UK Knowledge of scale the different maps and satellite images Data handling/numeracy – longitude and latitude, and grid references Cartographic skills will be introduced and developed during the Michaelmas Term. **Emerging** (development of): + Explanation- Employment, weather + Cause-Effect relationships - Weather + Processes/sequencing- Relief rainfall	Retrieval quizzes to build knowledge and accusation practice. Short assessment tasks on longitude & latitude, grid references and compass directions to consolidate knowledge and skills.
Lent 1	**World Geography** ▪ Identify continents, world regions, oceans/seas, straits, mountains. ▪ Choose and analyse data and geographic information and decide an order of importance. ▪ Identify major lines of latitude (Arctic, Antarctic circles, tropics, equator, Prime Meridian)	**Foundational** (intro to): Sense of place and space Knowledge of scale GRNL Terminology/literacy Data handling/numeracy Further cartographic skills will be developed to promote secure/mastery in this important discipline of geography.	Quick summative world map test Technical practising of Latitude & Longitude co-ordinates for world cities.

Lent 2	**National Parks** ▪ Where are the UK's National Parks? ▪ What are the aims of National Parks? ▪ What are the characteristics of National Parks? ▪ What are the pressures and conflicts between a range of NP users? ▪ How can conflicts in National Parks be resolved or managed? ▪ Focus on the Lake District – unique physical and human characteristics, pressures, and Whinlatter Forest Cable Car Decision-Making Exercise.	**Foundational** (intro to): • Sense of place and space – physical and human attractions of National Parks • Knowledge of scale: National scale – all NPs/ Local scale – Lake District • Terminology/literacy: explaining conflicts with relation to NP aims • Data handling/numeracy – charts to show visitor numbers • Cartographic – using maps to show location of NPs in UK, OS maps to investigate the site and situation of WF • Enquiry – DME on Whinlatter Forest cable cars featuring enquiry sequence **Emerging** (development of): • Explanation – of conflicts and their resolution • Cause-Effect relationships – impacts of tourism on places • Evaluating the opinions on the development of WF **Security** (establishment of): • Decision-making – coming to a justified conclusion about proposal • Synopticity – considering social/economic/environmental impact of WF proposal, with reference to location	Photo analysis of National Park landscapes PEEL paragraph to explain a named solution to a conflict in a NP Structured report on the decision to build a cable car in Whinlatter Forest
Trinity 1	**Coasts** ▪ What causes waves and tides? ▪ What work do waves do? ▪ How does land use at the coast sometimes create conflict? ▪ What erosional and depositional landforms are made at the coast? ▪ Why is the coast important for people? ▪ How can places be protected from the sea? ▪ How successful can coasts be managed for everyone? Case Study: Sri Lanka, Indian Ocean	**Foundational** (intro to): Sense of place and space, Knowledge, Terminology/literacy, Cartographic, Data handling/numeracy, Graphicacy, Fieldwork/enquiry **Emerging** (development of): + Explanation + Cause-Effect relationships + Processes/sequencing + Evaluating **Security** (establishment of): + Analysis of data + Comparison skills + Theorising/hypothesising about how landforms and at the coast may change over time.	Collaborative presentation work on coastal landforms Odd One Out activities to generate thinking and making complex links between coastal terminology, features and processes.
Trinity 2	**End of Year exam and feedback** **Free Travel** Pupils are given the freedom and creativity to investigate a geographical topic of their choice, creating a presentation or an artefact (e.g., short story, artwork) on a geographical theme or issue, closely guided and supervised by their teacher.		**Assessment:** A 50-minute paper combining geographical skills, short extended writing and retrieval. **Assessment:** Individual oracy: presentations/artefacts

Examples of Homework	Using maps, articles and photos to investigate the issues in Whitlatter Forest, to plan a report into the proposal to build a cable car,
Key terminology	Longitude, latitude, tropics, equator, Prime Meridian, hemisphere, sea strait, nation, primary, secondary, tertiary, quaternary, job sectors, relief, densely, sparsely, footpath erosion, restoration, landowners, scale, contours, conservation, conflicts, land use, tourism, solutions, erosion - hydraulic action, abrasion, attrition, solution sustainable coastal management, shoreline management plans (SMP)
Super-curricular enrichment and scholarly extension	**Read:** Ordnance Survey Puzzle Book; Horrible Geography Cracking Coasts (ISBN: 9781407106762) **Watch:** BBC Wild Isles, The Lakes with Simon Reeve **Listen:** Ask the Geographer podcast from the RGS, Taylor Swift – The Lakes, **Visit:** Any UK National Park and its visitor centre, British Library Evolution of maps

Useful websites	https://www.bbc.co.uk/bitesize/subjects/zrw76sg (General/introduction to Geography topics) https://www.geographyalltheway.com/ks3_geography/maps_atlases/using_maps_atlases.htm https://www.3dgeography.co.uk/ http://www.geobytes.org.uk/osmapskills.html https://www.ordnancesurvey.co.uk/mapzone/ https://www.nationalparks.uk/what-is-a-national-park/	
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