



## Curriculum Map for Geography Year 7

YEAR 7	Autumn 1	Autumn 2
<b>Topics</b>	<b>Map Skills</b>	<b>Fairtrade</b>
<b>Substantive Knowledge – The Content Students Will Learn</b>	<ul style="list-style-type: none"> <li>Skills Based Lessons that focus on the delivery of map skills (see skills below)</li> <li>Students Know How to Read a Map</li> <li>Grid References, Height and Distance</li> <li>Place/Location Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Place/Location Knowledge</li> <li>To Develop a Basic Understanding of World Trade and Sustainability</li> </ul>
<b>Disciplinary Knowledge – When Students Consider Where Geographical Knowledge Originates From and How They Learn the Practices of Geographers</b>	<ul style="list-style-type: none"> <li>Application of why maps are needed and what jobs require maps.</li> <li>Place, locational understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Assess two sides to an argument.</li> <li>Be aware that different people may hold different opinions.</li> <li>Place</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Grid References</li> <li>Map Reading</li> <li>Scale</li> <li>Contours/Height on a Map</li> </ul>	<ul style="list-style-type: none"> <li>Graph Drawing</li> <li>Graph and Map Analysis</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>Some students will have done more geography than others at Primary School.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have learnt about Fairtrade and so recall will focus on this in the first few lessons. Many students have done Fairtrade projects at Primary School.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>Grid References</li> <li>Use of Maths Skills to Work Out Scale</li> </ul>	<ul style="list-style-type: none"> <li>Graph Drawing - to show coffee exports</li> <li>Analysis of Trends on Graphs</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>Maths links with the use of scale and grid references.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy links with writing longer written answers.</li> <li>Use of command words such as 'assess the extent'.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Map skills question-based test; application of skills.</li> </ul>	<ul style="list-style-type: none"> <li>Exam style question: evaluating the effectiveness of Fairtrade.</li> </ul>

YEAR 7	Spring 1	Spring 2
<b>Topics</b>	<b>United Kingdom</b>	<b>Rivers</b>

<b>Substantive Knowledge – The Content Students Will Learn</b>	<ul style="list-style-type: none"> <li>• Location of UK Human and Physical Features Including Cities, Rivers, Towns etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Map Skills</li> <li>• Location of Main UK Rivers</li> <li>• Causes, Impacts and Responses to Flooding</li> <li>• River Processes e.g., erosion</li> <li>• Physical Processes</li> </ul>
<b>Disciplinary Knowledge – When Students Consider Where Geographical Knowledge Originates From and How They Learn the Practices of Geographers</b>	<ul style="list-style-type: none"> <li>• Place Knowledge</li> <li>• Human Geography - especially population distribution and density</li> <li>• Locational Factors</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts of Flooding Vary Depending on Location</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Graph Drawing and Analysis</li> <li>• Locational Knowledge of UK Human and Physical Features</li> </ul>	<ul style="list-style-type: none"> <li>• River Processes of Erosion, Transportation and Deposition</li> <li>• The Creation of River Landforms</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Map Skills from Term 1 - linked in the first lessons on location of features in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Links to Key Stage 2 work the students have done on river features as many have studied this.</li> <li>• Map skills when locating rivers.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Literacy – various longer answer questions using GCSE style command words such as 'to what extent'.</li> <li>• Numeracy – graph drawing and analysis skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Maths links through graph drawing.</li> <li>• Literacy through the use and application of key words.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• What it means to be British.</li> <li>• Migration into and out of the UK.</li> <li>• Membership of the EU and Brexit.</li> </ul>	<ul style="list-style-type: none"> <li>• Links to science with the study of rivers e.g. drainage basin.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Recall style question and answer test.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall style question and answer test.</li> </ul>

<b>YEAR 7</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<b>Cold Environments</b>	<b>Fantastic Places</b>
<b>Substantive Knowledge – The Content Students Will Learn</b>	<ul style="list-style-type: none"> <li>• Location of Cold Environments</li> <li>• What is a Biome?</li> <li>• Animal Adaptations to Cold Environments</li> <li>• Impacts Humans Have on Cold Environments</li> <li>• How Can Cold Environments Be Managed?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the Use of Map, Fieldwork and Other Geographical Skills</li> <li>• To Understand the Links Between Human and Natural Systems and the Impacts of People on the Climate</li> </ul>
<b>Disciplinary Knowledge – When</b>	<ul style="list-style-type: none"> <li>• To understand the links between human and natural systems and the impacts of people on the climate.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop geographical knowledge of places and environments at different scales.</li> </ul>

<b>Students Consider Where Geographical Knowledge Originates From and How They Learn the Practices of Geographers</b>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explanation and Description</li> <li>• Graph Analysis of Climate Graph</li> </ul>	<ul style="list-style-type: none"> <li>• Map Skills</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Map skills and global locational knowledge of climate zones.</li> <li>• The key theme of sustainability is built on from previous topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Map skills and global locational knowledge of climate zones.</li> <li>• Sustainability.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Graph Analysis</li> <li>• Map Work</li> </ul>	<ul style="list-style-type: none"> <li>• Map Work</li> <li>• Longer Explanation of Answers</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Science links to different ecosystems and biomes.</li> <li>• Cultural diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Link to PSHCE in the impact humans have on the environment.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Longer evaluation question on the impact of humans on cold environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Longer explanation question getting students to explain the impact of humans on the environment.</li> </ul>