



Curriculum Map

Subject: Geography

Year group: 7

	Autumn Term	Spring Term	Summer Term
Module title	An Introduction to Geography	A Natural World	A Human World
Content (know what)	<ul style="list-style-type: none"> • The distinction between human, physical and environmental geography • Developing an awareness of pupil's knowledge of their new School by carrying out an EQS of the School grounds • Developing an awareness of pupil's local geography such as producing mental maps • Developing an awareness of the geography of London looking at Borough and interpreting tube maps • Physical and human geography of the UK • Physical and human geography of Europe. Including the UK's current relationship with the EU • Human and physical geography at a global scale 	<ul style="list-style-type: none"> • The importance of the natural world to human wellbeing (both physical and mental) • Understanding the working of the water cycle and the factors that can affect the water transfers and storage. • Identifying the main features of a river • Describing how a river changes along its course and being able to describe and explain river landforms that are such as a waterfall • Understanding the river processes of erosion, transportation and deposition. • Understanding of the causes, impacts and management of flooding. Detailed reference to a flood case study in a HIC and LIC country and compare and contrast their impacts. • Understanding the role of a glaciation in shaping landscapes • Understanding the coastal processes of erosion, weathering and deposition • Understanding how coastal processes create coastal landforms such as caves, arches and stacks 	<ul style="list-style-type: none"> • Understanding of how and why the world's population is changing • Understanding of how and why population growth varies in different parts of the world • Developing an appreciation of the challenges related to overpopulation as well as an understanding of methods to manage population issues. E.g. China's One Child Policy. • Understanding of urban settlement patterns in terms of land uses (CBD, inner city and suburbs) • Understanding of urbanisation in terms of where, why and how this process has occurred. • Challenges of urbanisation especially mega cities such as Mumbai • Appreciation of sustainable urban environments e.g. Curitiba in Brazil and BedZED housing in London

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		<ul style="list-style-type: none"> • Evaluation of different methods of protecting the coastal management (hard v soft management) 	
Skills (know how)	<ul style="list-style-type: none"> • Application of 4 and 6 figure grid references, scale, directions, and contour lines • Interpreting aerial photographs, google maps, street view of local area (GIS). • Interpreting O/S maps • Application of latitude and longitude 	<ul style="list-style-type: none"> • Identify features of a river and coast from a map and photographs 	<ul style="list-style-type: none"> • Interpreting a population pyramid • Identifying different land use characteristics from an o/s map and satellite • Use of historical and contemporary data to examine urban change
Key questions	<ul style="list-style-type: none"> • What is geography about and why is it important? • What is your sense of place from a local to global scale? • What key skills can be learnt in geography? 	<ul style="list-style-type: none"> • What processes are occurring in a river, glacial and coastal environments? • How is the natural landscape shaped by such processes? • What impacts does these processes have on human activity? • How can physical processes be effectively managed? 	<ul style="list-style-type: none"> • What is driving the processes of population change and urbanisation in different parts of the world. • What challenges do large urban centres face? • How can challenges of urbanisation and population growth be sustainably managed?
Assessment	<p>Summative assessment to be completed at the end of the module that assesses a combination of geographical knowledge and skills. This to be completed within a 50 minute time period and a flightpath grade will be used to indicate outcome.</p> <p>Formative 'low stakes' assessments to take place more frequently throughout the term. This could be in the form of a range methods:</p> <ul style="list-style-type: none"> • Quiz • Homework task • Microsoft Forms short tests 	<p>Summative assessment to be completed at the end of the module that assesses a combination of geographical knowledge and skills. This to be completed within a 50 minute time period and a flightpath grade will be used to indicate outcome.</p> <p>Formative 'low stakes' assessments to take place more frequently throughout the term. This could be in the form of a range methods:</p> <ul style="list-style-type: none"> • Quiz • Homework task • Microsoft Forms short tests 	<p>Summative assessment to be completed at the end of the module that assesses a combination of geographical knowledge and skills. This to be completed within a 50 minute time period and a flightpath grade will be used to indicate outcome.</p> <p>Formative 'low stakes' assessments to take place more frequently throughout the term. This could be in the form of a range methods:</p> <ul style="list-style-type: none"> • Quiz • Homework task • Microsoft Forms short tests

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	<ul style="list-style-type: none"> • In class short tests • Questions and answer sessions • Spelling tests • Group work tasks • Peer assessments 	<ul style="list-style-type: none"> • In class short tests • Questions and answer sessions • Spelling tests • Group work tasks • Peer assessments 	<ul style="list-style-type: none"> • In class short tests • Questions and answer sessions • Spelling tests • Group work tasks • Peer assessments
Literacy, numeracy SMSC/Character	<ul style="list-style-type: none"> • Words games such as bingo to build up good geographical vocabulary • Use of basic calculations such as grid references and scale. • Students asked to bring a calculator to all lessons, normalising maths in a geography lesson. • Unit encourages students to reflect on their identity and consider the importance of their local place and encourage them to value its importance. 	<ul style="list-style-type: none"> • Words games such as bingo to build up good geographical vocabulary • Use of basic calculations such as calculating rate of erosion of a glacier or a coastline overtime. • Students asked to bring a calculator to all lessons, normalising maths in a geography lesson. • This Unit provides context to the workings and importance of the hydrosphere. It also integrates the concept of risk (flooding and coastal erosion) and how this can influence people's lives in both the UK and around the world 	<ul style="list-style-type: none"> • Words games such as bingo to build up good geographical vocabulary • Understanding rates of population growth • This Unit focuses on the challenges population growth and rapid urbanisation for the planet as well as people's wellbeing. Students are encouraged to develop possible future scenario based on current trends for the planet.