



# Year 7 Geography Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Geographical Skills	Continents	World Climatic Regions	Kenya	Changing UK	Microclimates
Content – Know what	<ul style="list-style-type: none"> <li>•What Geography is.</li> <li>•Human &amp; Physical Geography</li> <li>•Their local place in relation to human and physical features.</li> <li>•OS Maps</li> </ul>	<ul style="list-style-type: none"> <li>•Intro to academic debate</li> <li>•Continents – locations, characteristics.</li> <li>•Population distribution</li> <li>•GIS</li> <li>•Environmental observation.</li> <li>•Global efforts to manage a pristine environment.</li> </ul>	<ul style="list-style-type: none"> <li>•Factors influencing climate region distribution.</li> <li>•Characteristics of each region with reference to the climatic conditions.</li> </ul>	<ul style="list-style-type: none"> <li>•In depth country study.</li> <li>•Understanding diversity – human and physical features, climate and climate zones.</li> <li>•Opportunities of economic growth.</li> <li>•Challenges of balancing economic growth with environmental concerns.</li> </ul>	<ul style="list-style-type: none"> <li>•Factors influencing the UK’s landscape.</li> <li>•Factors influencing the UK’s socio-economic landscape.</li> </ul>	<ul style="list-style-type: none"> <li>•Fieldwork</li> <li>•The preparation for, and completion of a meteorological investigation on a local scale.</li> <li>•Factors (human and physical) influencing results.</li> </ul>
Skills learnt – Know how	<ul style="list-style-type: none"> <li>•Map reading</li> <li>•Literacy – contrast, explain, compare,</li> <li>•Numeracy - Measure of central tendency.</li> </ul>	<ul style="list-style-type: none"> <li>•Map reading</li> <li>•Literacy – contrast, explain, compare,</li> <li>•Numeracy - Measure of central tendency and % change.</li> <li>•Describing distribution.</li> </ul>	<ul style="list-style-type: none"> <li>•Map reading</li> <li>•Literacy – contrast, explain, compare, suggest</li> <li>•Numeracy -Measure of central tendency and % change.</li> <li>•Describing distribution.</li> <li>•Analysing climate graphs.</li> </ul>	<ul style="list-style-type: none"> <li>•Map reading</li> <li>•Literacy – contrast, explain, compare, suggest</li> <li>•Numeracy -Measure of central tendency and % change.</li> <li>•Describing distribution.</li> <li>•Analysing climate graphs.</li> </ul>	<ul style="list-style-type: none"> <li>•Map reading</li> <li>•Literacy – contrast, explain, compare, suggest</li> <li>•Numeracy -Measure of central tendency and % change.</li> <li>•Describing distribution.</li> <li>•Analysing data</li> </ul>	<ul style="list-style-type: none"> <li>•Map reading</li> <li>•Literacy – contrast, explain, compare, suggest</li> <li>•Numeracy -Measure of central tendency and % change.</li> <li>•Describing distribution.</li> <li>•Analysing climate graphs.</li> <li>•Analysing data</li> </ul>

Key Questions Asked	<ul style="list-style-type: none"> <li>•What are the key physical and human features that make up a place?</li> <li>•How do you accurately locate human and physical features of a place?</li> </ul>	<ul style="list-style-type: none"> <li>•What is a continent?</li> <li>•Where are the continents located??</li> <li>• What is an example of an issue/process that is currently affecting each continent?</li> </ul>	<ul style="list-style-type: none"> <li>•Why are there multiple climate zones on earth?</li> <li>•What influences the distribution of these zones?</li> <li>•What are the characteristics of these zones?</li> </ul>	<ul style="list-style-type: none"> <li>•Where is Kenya?</li> <li>•What is Kenya like?</li> <li>•What are the contemporary issues affecting Kenya?</li> </ul>	<ul style="list-style-type: none"> <li>•Why is the UK a place of contrasting landscapes?</li> <li>•How do landscapes form?</li> <li>•Why is there social and economic inequality in the UK?</li> <li>•How has the UK's relationship with the rest of the world changed?</li> <li>•How is the UK's relationship with the rest of the world predicted to change?</li> </ul>	<ul style="list-style-type: none"> <li>•How do I construct a geographical investigation?</li> <li>•How I collate results?</li> <li>•What is a scientific method?</li> <li>•How do I analyse my results?</li> <li>•How do I evaluate my practice?</li> </ul>
Assessment opportunities	<ul style="list-style-type: none"> <li>•Quick starts.</li> <li>•Knowledge Test.</li> <li>•Extended Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick starts.</li> <li>•Knowledge Test.</li> <li>•Extended Writing Test – including use of skills learnt.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick starts.</li> <li>•Knowledge Test.</li> <li>•Extended Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick starts.</li> <li>•Knowledge Test.</li> <li>•Extended Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick starts.</li> <li>•Knowledge Test.</li> <li>•Extended Writing Test – including use of skills learnt.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick starts.</li> <li>•Knowledge Test</li> <li>•Fieldwork write-up.</li> </ul>
Literacy/ Numeracy/ SMSC/ Character	<ul style="list-style-type: none"> <li>•Understanding our position in relation to others.</li> <li>•Team work</li> <li>•Perseverance / Stickability</li> <li>•Problem Solving</li> <li>•Self-regulation</li> <li>•Writing out a route</li> </ul>	<ul style="list-style-type: none"> <li>•Self-regulation</li> <li>•Problem solving</li> <li>•Understanding that seemingly fixed ideas can be viewed differently depending on location and methods used to draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-regulation</li> <li>•Problem-solving</li> <li>•Perseverance</li> <li>•Stewardship</li> <li>•Empathy - Understanding how physical processes can influence people's way of life in different places.</li> </ul>	<ul style="list-style-type: none"> <li>•Self-regulation</li> <li>•Social Justice</li> <li>•Empathy - Understanding how lives in two contrasting locations can differ.</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving skills</li> <li>•Empathy</li> <li>•Social Justice</li> <li>•Understanding how change can impact our landscape and our relationship with the rest of the world.</li> </ul>	<ul style="list-style-type: none"> <li>•Problem solving</li> <li>•Team work</li> <li>•Self-regulation</li> <li>•Understanding how to complete a scientific study.</li> </ul>
STEM	<ul style="list-style-type: none"> <li>•Digimap for Schools</li> <li>•Scale</li> <li>•Compass points / direction</li> </ul>	<ul style="list-style-type: none"> <li>• Map projects</li> <li>• Globes</li> <li>•Latitude and Longitude</li> </ul>	<ul style="list-style-type: none"> <li>•Time zones</li> <li>•Climate graphs</li> </ul>		<ul style="list-style-type: none"> <li>•Physical, chemical and biological causes of landscape change.</li> <li>•Engineering evolutions – ICT and global connectivity</li> </ul>	<ul style="list-style-type: none"> <li>•Science – atmospheric processes, water cycle, research</li> <li>•Maths – processing fieldwork data</li> </ul>

<p>Extra-curricular opportunities</p>	<ul style="list-style-type: none"> <li>• Orienteering on Team Building day</li> <li>• Some of the class will use these skills in Scouts and Guides etc</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing upon the experiences of students who have been fortunate enough to travel to other continents as tourists or visiting family abroad. Also, more recent new arrivals with their migration stories.</li> </ul>		<ul style="list-style-type: none"> <li>• FairTrade fortnight</li> </ul>	<ul style="list-style-type: none"> <li>• Oral history, local history, family history</li> <li>• Landscapes of National Parks</li> <li>• Landscapes of significance – music, film, literature, family</li> </ul>	
<p>Links to other subjects</p>	<ul style="list-style-type: none"> <li>• Maths – Scale and Distance</li> </ul>	<ul style="list-style-type: none"> <li>• Maths – Scale and Distance</li> <li>• Art - perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Science – Ecosystems and Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• PE – famous sports men and women from Kenya</li> <li>• Art, music and textiles from Kenya</li> </ul>	<ul style="list-style-type: none"> <li>• Maths – comparison of economic data</li> </ul>	<ul style="list-style-type: none"> <li>• Science – investigative approach, a fair test to the enquiry</li> </ul>