



Year 7 Geography Curriculum Map

Phase 1: Geographical Skills		Length of phase: ½ term – Autumn Term 1	
Required pre-knowledge <ul style="list-style-type: none"> 	Learning intentions (knowledge) <ul style="list-style-type: none"> Contrast human and physical geography Their local place in relation to human and physical features OS Maps 	Leading Linking to <ul style="list-style-type: none"> Skills, local place, latitude. Year 7 topic 2 – The United Kingdom Year 7 topic 4 – climate zones Understanding the key branches of geographical study (human and physical geography). Maps to develop case study knowledge later in KS3 and KS4. 	
Required pre-skills <ul style="list-style-type: none"> 	Learning intentions (skills) <ul style="list-style-type: none"> Map reading Map navigation Literacy – contrast, describe, explain, compare 		
Misconceptions <ul style="list-style-type: none"> Scale – how close together / far apart places are The difference between Geography and History from their topic-based approach to places at KS2. 		Key questions <ul style="list-style-type: none"> What are the key physical and human features that make up a place? How do you accurately locate human and physical features of a place? 	
Key Resources <p>OS Maps of the local area</p> <p>Laminated OS maps</p> <p>Lesson resources in G304.</p> <p>Calculators</p> <p>Rulers</p>	Key vocabulary <ul style="list-style-type: none"> Longitude Latitude Hemisphere Human geography Physical geography Environmental geography Settlement Site Situation Linear 		Link to <ul style="list-style-type: none"> Character, British values, SMSC – understanding our position in relation to others, team work, perseverance / stickability, problem-solving, self-regulation Literacy – writing out a route; numeracy – compass bearings, scale and co-ordinates, Other and extra- curriculum areas – orienteering on team building day. Some of the class will use these skills in Scouts and Guides etc. Careers – Logistics

	<ul style="list-style-type: none"> • Nucleated • Dispersed • Geographical information systems • OS Map • Satellite map • Street map • Relief 	<ul style="list-style-type: none"> • STEM – Digimap for Schools, Scale, Compass points / direction
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Phase 2: The United Kingdom		Length of phase: ½ term – Autumn Term 2	
Required pre-knowledge <ul style="list-style-type: none"> • Types of map – choropleth/ relief map 	Learning intentions (knowledge) <ul style="list-style-type: none"> • To understand how and why the UK is considered to be a dynamic place. 	Leading/ Linking to <ul style="list-style-type: none"> • Year 7 topic 1 Geography skills – latitude, place • Year 7 topic 5 – population • Year 8 topic 1- development – employment • Year 8 topic 4- climate change • GCSE - Distinctive landscapes • GCSE - UK in 21st Century 	
Required pre-skills <ul style="list-style-type: none"> • Compass directions • Reading relief maps 	Learning intentions (skills) <ul style="list-style-type: none"> • Describing the location of places • Mapping key cities, upland and lowland regions and rivers. • Reading graphs – UKs past climate, census data • Reading population pyramids 		
Misconceptions <ul style="list-style-type: none"> • We are no longer in an ice age due to lack of ice cover in the UK at present. • Nations which make up the UK, GB and British Isles 		Key questions <ul style="list-style-type: none"> • What is the link between the UKs geology, relief and climate? • How has the landscape been shaped by ice? • What are the key demographics of the UK? • What are the reasons for the UKs uneven population distribution? • How and why has UKs employment structure changed over time? 	
Key Resources <ul style="list-style-type: none"> • Atlas' • Print outs found in the filing cabinet in G304 	Key vocabulary <ul style="list-style-type: none"> • Nation • Landscape 		Link to <ul style="list-style-type: none"> • Character, British values, SMSC – understanding our position in relation to others, teamwork,

	<ul style="list-style-type: none"> • Relief • Geology • Distribution – sparsely and densely • Quaternary period • Fluctuate • Glacier • Weathering • Erosion – plucking and abrasion • Transportation • Deposition • Landform • Demographic • Immigration • Mechanisation • Industrialisation • Deindustrialisation 	<p>perseverance / stickability, problem-solving, self-regulation.</p> <ul style="list-style-type: none"> • Literacy – describing the link between geology, relief and climate. Explaining geomorphic processes and how they have shaped land. Describing population demographics and explaining reasons for population distribution • Other and extra- curriculum areas – Duke of Edinburgh Award, orienteering, Scouts/ Guides. • Careers – geologist, palaeontologist, meteorologist, environmental scientist, data analyst, demographer, social anthropologist, economist. • STEM – Digimap for Schools, Compass points / direction
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Phase 3: Continents		Length of phase: ½ term – spring term 1
Required pre-knowledge <ul style="list-style-type: none"> • Difference between countries and continents • Names and locations of the continents • Names and locations of the oceans • Difference between human and physical geography • Understanding of latitude • Classification into social, environmental and economic 	Learning intentions (knowledge) <ul style="list-style-type: none"> • Continents – what is a continent, where are the 7 continents located and what are their key characteristics. • What is an example of an issue / process that is currently affecting each continent? • Key concepts of atmospheric pressure and solar insolation. 	Leading Linking to <ul style="list-style-type: none"> • Year 7 – climate zones • Year 8 – Development • Year 8 – resource management • Year 9 – coastal management • Year 9 – Nigeria • Year 9 – ecosystems • Year 9 globalisation and superpowers • GCSE- Dynamic Development • GCSE – Sustaining Ecosystems • GCSE- Polar environments and large scale sustainable management. • GCSE – climatic hazards • A Level – Hazards • A level – Globalisation & Superpowers
Required pre-skills <ul style="list-style-type: none"> • Compass directions • Finding places on a world map • Using an atlas 	Learning intentions (skills) <ul style="list-style-type: none"> • Map reading, labelling key locations. • Describing the location of places • Reading bar graphs • Literacy – explain and evaluate. 	
Misconceptions <ul style="list-style-type: none"> • The scale of an area – vastness of deserts and oceans. • That Africa is a country, is very poor and dry. • Coral reefs are non-living. 		Key questions <ul style="list-style-type: none"> • Why is Europe the most visited continent? • What are the positives and negatives of manufacturing in China? • What are the natural resources found in Africa? • What are the threats to coral reefs and how can they be protected? • Why does South America have both tropical rainforest and desert? • What are the causes, impacts and responses to Hurricane Katrina?

		<ul style="list-style-type: none"> How does the Antarctic treaty manage this pristine environment?
Key Resources <ul style="list-style-type: none"> Atlases Class sets of handouts in G304 KS3 Hodder Textbooks 	Key vocabulary <p>tourism, manufacturing, natural resource, colonisation, coral reef, solar insolation, atmospheric pressure, desert, tropical storm, pristine, treaty.</p>	Link to <ul style="list-style-type: none"> <i>Character, British values, SMSC – self-regulation and problem solving</i> <i>Literacy, numeracy – Scale and distance (Maths), perspective (Art)</i> <i>Other & Extra-curriculum areas – 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.</i> <i>Careers - travel agent, tour guide, flight attendant, economist, environmentalist, GIS technician, engineers, marine biologist, climatologist, geoscientist.</i> <i>STEM – map projections, globes, latitude and longitude</i>

Phase 4: Climate Zones		Length of phase: ½ term – Spring Term 2	
Required pre-knowledge <ul style="list-style-type: none"> Names and locations of the continents Names and locations of the oceans Latitude Altitude 	Learning intentions (knowledge) <ul style="list-style-type: none"> Factors influencing climate region distribution Characteristics of each region with reference to the climatic conditions Structure of a climate graph 	Leading / Linking to <ul style="list-style-type: none"> <i>Extreme Weather, Year 9, KS3</i> <i>Ecosystems, Year 9, KS3</i> <i>Sustaining Ecosystems, KS4</i> 	
Required pre-skills <ul style="list-style-type: none"> Compass directions 	Learning intentions (skills) <ul style="list-style-type: none"> Map reading 		

<ul style="list-style-type: none"> • Finding places on a world map • Using an atlas • 	<ul style="list-style-type: none"> • Literacy – contrast, explain, compare, suggest • Numeracy – range, mean, mode and median. • Describing distribution (PEERS'D) • Analysing climate graphs 	
Misconceptions <ul style="list-style-type: none"> • That being near the equator is dry • That the poles experience high snowfall • The scale of change for altitude and latitude, local (a mountain), compared with national or continental. 		Key questions <ul style="list-style-type: none"> • Why are there multiple climate zones on earth? • What influences the distribution of these zones? • What are the characteristics of these zones?
Key Resources <ul style="list-style-type: none"> • Atlases • Class sets of handouts in G304 • KS3 Hodder Textbooks 	Key vocabulary <ul style="list-style-type: none"> • Hydrological cycle • Permeable • Impermeable • Atmospheric pressure • Climate • Latitude • Solar insolation • Ocean currents • Prevailing wind • Albedo effect • Altitude • Biome • Distribution. 	Link to <ul style="list-style-type: none"> • <i>Character, Self-regulation, Problem-solving, Perseverance, Stewardship</i> • Empathy - Understanding how physical processes can influence people's way of life in different places. • <i>SMSC – self-regulation and problem solving</i> • <i>Literacy, numeracy – Scale and distance (Maths)</i> • <i>Other & Extra-curriculum areas – drawing upon the experiences of students who have been fortunate enough to travel to other continents as tourists or visiting family abroad.</i> • <i>Careers – meteorology, climate scientist, environmental consultant, ecologist</i> • <i>STEM – latitude and longitude, Ecosystems and Adaptations, Time Zones and Climate Graphs</i>

Phase 5: Population		Length of phase: Summer Term 1	
Required pre-knowledge <ul style="list-style-type: none"> Continents Year 7 Terms densely and sparsely populated – UK unit Factors influencing population density – UK unit 	Learning intentions (knowledge) <ul style="list-style-type: none"> Global population change. Global population distribution Factors influencing population change. Development and population change and structure – population pyramids and the demographic transition model. How governments have attempted to manage population change – One Child Policy, Japan’s ageing population 	Leading to <ul style="list-style-type: none"> Dynamic Development at KS4 Urban Futures at KS4 Regenerating Places KS5 Development Year 8 Resource management Year 8 Urbanisation year 9 Globalisation and superpowers year 9 Nigeria Year 9 	
	Learning intentions (skills) <ul style="list-style-type: none"> Literacy – evaluating the impacts of China’s One Child Policy, explaining Japan’s response to its ageing population. Numeracy – percentage change, calculating rate of natural increase Reading and interpreting a population pyramid, contrasting population pyramids between countries. 		
Misconceptions <ul style="list-style-type: none"> That China’s One Child Policy was needed. 		Key questions <ul style="list-style-type: none"> Why do populations change? What are the impacts of rapidly growing and declining populations? How can be population change be managed? 	

Key Resources <ul style="list-style-type: none"> • Handouts in G304 • Jelly Baby Game laminated card sort 	Key vocabulary <p>Exponential, birth rate, death rate, natural increase, population explosion, density, distribution, sparsely, densely, natural decrease, migration, demographic, transition, population structure, life expectancy, infant mortality rate, economically dependent, economically active, economically inactive, total fertility rate, fertility replacement rate, anti-natalist policy, ageing population, dependency ratio, pro-natalist policy.</p>	Link to <ul style="list-style-type: none"> • <i>Character, British values, SMSC – global citizen,</i> • <i>Literacy, numeracy – interpretation of maps, population pyramids, reading graphs, calculating percentage change.</i> • <i>Other curriculum areas – Science and Engineering, economics.</i> • <i>Extra curriculum areas – KLS Environment Committee</i> • <i>Careers - data analyst, demographer, social anthropologist, economist.</i>
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Phase 6: Microclimates		Length of phase: ½ term – Summer Term 2
Required pre-knowledge <ul style="list-style-type: none"> • Names and locations of the continents and oceans • Altitude • Differential heating • The water cycle • types of rainfall • high- and low-pressure systems • the albedo effect 	Learning intentions (knowledge) <ul style="list-style-type: none"> • Defining weather and how it is measured • Factors influencing microclimates • Conducting a geographical enquiry into microclimates around the school site. • The influence of air masses and air pressure systems on UKs climate. 	Leading / Linking to <ul style="list-style-type: none"> • Climate Zones, Year 7, KS3 • Climate change, year 8, ks3 • Extreme Weather, Year 9, KS3 • Changing climates, Year 11, KS4
Required pre-skills <ul style="list-style-type: none"> • Compass directions • Describing distribution 	Learning intentions (skills) <ul style="list-style-type: none"> • Using a thermometer/ anemometer to collect data. 	

	<ul style="list-style-type: none"> Plotting a scatter graph. Literacy – explaining, evaluating, writing up methodology, data analysis and conclusion Numeracy – mean data Describing distribution (PEERS'D) 	
Misconceptions <ul style="list-style-type: none"> Low pressure weather is always warm/ high pressure weather is always cold. Windier places are always colder. 		Key questions <ul style="list-style-type: none"> What is weather and how is it measured? What are the factors influencing a microclimate? How is a geographical enquiry undertaken? What are the different air masses that influence the UK's climate? How do high and low pressure systems influence the climate of the UK?
Key Resources <ul style="list-style-type: none"> Anemometers/ thermometers in resources cupboard graph paper in resources cupboard Class sets of handouts in G304 KS3 Hodder Textbooks 	Key vocabulary <p>weather, forecast, microclimate, aspect, albedo effect, altitude, enquiry process, hypothesis, data collection, data recording sheet, accurate, reliable, methodology, reliability, accuracy, human error, measurement error, continuous, discontinuous, correlation, data analysis, conclusion, air mass, maritime, continental, jet stream, air pressure, anticyclone, flash flood.</p>	Link to <ul style="list-style-type: none"> Character, Self-regulation, Problem-solving, Perseverance, Stewardship Empathy - Understanding how physical processes can influence people's way of life in different places. SMSC – self-regulation and problem solving Literacy – writing up investigation, numeracy – data collection, mean average results, scatter graph to present data, data analysis. Other & Extra-curriculum areas – the enquiry process, experiences of high and low pressure in the UK.

		<ul style="list-style-type: none"> • Careers – meteorologist, marine biologist, climate scientist, water resources engineer, wildlife biologist. • STEM – equipment used to measure weather, collecting microclimate data, mean average results, data presentation.
Additional notes: This unit is students first introduction to the geographical enquiry process and will undertake fieldwork within the school grounds, investigating the role of factors in creating microclimates.		