



Curriculum Map: Year 7 Subject geography

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Introduction to Geography	To provide students with baseline geographical skills and knowledge to allow them all the same start point to access future curriculum ideas. Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.	Begin to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).	Teacher assessed. 1. Produce an A4 collage (picture board/images) about HUMAN, PHYSICAL AND ENVIRONMENTAL GEOGRAPHY. Try to label each picture with the type of geography. 2. To be able to explain the causes of Ebola, where people have caught it & died & how it spreads.
Waste management and recycling	Allow students to understand what happens to their products when they dispose of them so they can make more well-informed decisions on how they dispose of their waste. SMSC unit. Understand, using detailed place-based study of their own area, the key processes in human geography relating to the use and disposal of natural and manmade resources.	Flow diagrams Assessing Article writing Debating to assess	Teacher assessed. To understand why plastic waste is making news headlines To assess if we SHOULD all reduce the amount of plastic we use.
Human impacts on the environment	Students to understand that their actions have wider consequences. Develop awareness that even if something is located far away, they can still impact it.	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Australia, America, South America.	Teacher assessed: 1. To understand the impacts of oil spills on the economy and environment, exam style question.

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	Place-based exemplars, at a variety of scales.		2. Literacy task. How are humans destroying (impacting) marine habitats? How is global warming impacting marine habitats?
Comparing people and places	To allow students to understand how life is lived in different areas of the world, they should be able to compare places and see what makes life meaningful. Focus on development, urbanisation and population.	Maps, numerical and quantitative skills and writing at length	Teacher assessed: 1. Metacognitive task - To understand that countries have different population types (ageing or youthful) 2. To investigate the impact of sudden changes in the landscape. Using maps to explore an unfamiliar landscape.
Titanic	Develop contextual knowledge of the location of globally significant places –glacial and marine – including their defining physical characteristics and how these provide a geographical context for understanding the actions of processes. Understanding the processes that give rise to key glacial physical geographical features of the world, how these bring about spatial variation and change over time.	Map analysis and GIS Using the world map ice coverage ...locate and name glaciers found on these mountains/mountain ranges: Andes Himalayas Alps Explain how an iceberg is formed. Literacy – define all key words you can find on the info sheets Write an overall conclusion. Numeracy Explain - Why did some people survive the Titanic when others did not? Creativity and independence	Teacher assessed: 1. Explain task - to understand how an iceberg travelled into the path of the Titanic 2. Numeracy work - To understand why some people survived on the Titanic and others didn't
Amazing places	Look at how different parts of the world can be amazing. Introduce new places. Knowledge of countries including areas in the Middle East, Russia, China and India.	Develop greater competence in using geographical knowledge, approaches and concepts and geographical skills in analysing and interpreting different data sources.	Teacher assessed: 1. Explain task - To know how sea stacks form and why the Totem Pole is a fantastic place.

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	<p>Enrich their locational knowledge and spatial and environmental understanding. Population and urbanisation, economic activity in the primary, secondary, tertiary and quaternary sectors and coasts. Focus on cold deserts, natural resources and oceans at this point.</p>		<p>2. Assess - To know why Machu Picchu is a fantastic place. 3. Team task - To understand the issues surrounding the construction of the Skywalk.</p>
Fieldwork	To learn a variety of fieldwork techniques around the school site	Infiltration rates, emotion mapping, transport survey, isolines	Fieldwork data presentation