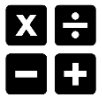
Curriculum Content Map

Subject: Geography

Year group: 7

	TERM 1		TERM 2		TERM 3	
Unit title & description	**Where do I live and why does it matter? (7.1)** *My personal Geography*	**Why are living standards different between and within countries? (7.2)** *Development*	**What is the journey of a river? (7.3)** *Rivers*	**Are cities a force for good? (7.4)** *Urbanisation*	**Why is the UK's weather so unpredictable? (7.5)** *Weather & Climate*	**What is life like in China, Wuhan and along the Yangtze river (7.6)** *Synoptic Unit (time permitting)*
Sequencing	Recaps KS2 knowledge, addressing core misconceptions Gives students locational scheme necessary for future topics. Introducing students to key areas of the world and skills (e.g. map / population)	Draws upon knowledge from 7.1 of different Geographical locations. Introduction to development, a core geographical concept that underpins future units in human Geography	Rivers introduce key features of physical (process) geography – e.g process, place and concepts of water cycle Rivers tangibly show change over time and interdependence of different parts of nature	Students live in a major city and use this experience & knowledge from 7.1 to understand locations and relative scale of cities Cities and local area introduce concepts of migration, employment and inequality necessary later	Students build on 7.2's introduction of water cycle to inform understanding of weather & climate in the UK Locational knowledge from 7.1 informs introduction to global weather patterns and climate zones	Students combine knowledge from 7.1 (location) and skill of comparing HIC and LIC cities in 7.2 to understand causes and consequences of tourism Knowledge from 7.3 introduces the skill of evaluation for this unit.
Knowledge 	Locational knowledge of major continents, countries, cities, oceans, seas Knowledge of continent geographies (e.g. Asia, Africa, South America) Introduction to key geographical data (e.g. climate maps, population maps, physical Geographical)	Key metrics and methods of measuring development including literacy, life expectancy and GDP / GNI / HDI Understanding the causes of differing development rates in HICs & LICs Understanding the ways of reducing the development gap and evaluating them	The typical profile of a river and changes in gradient, channel shape, velocity and erosion type at different stages The processes of erosion and transportation in rivers. Formation of meanders, waterfalls & oxbow lakes The physical and human causes of flooding in UK and Pakistan	The causes of urbanisation, push & pull factors, differences between urban and rural living The challenges and opportunities of urbanisation; social, environmental & economic Case Study Knowledge of Cairo and it's opportunities & challenges	Describing and defining different types of weather climate and patterns Understanding how certain climate systems operate and their impacts on individuals who live within them The changing nature of climate and introduction to climate change	Describing and defining different types of tourism. Understanding how tourism can create benefits for both tourists and economic development for countries who host tourists. Evaluating the negative aspects of tourism, including environmental and social challenges
Retrieval Practice	Prior knowledge from KS2 of compass points and continents	Focus on Malawi and using maps skills from 7.1 to evaluate and assess development	Locational knowledge from 7.1 and drilling where rivers are located across the world	Knowledge of cities and locations from 7.1	Water cycle from 7.2 and interdependence of different factors from 7.2	Locational knowledge from 7.1 and KS2. Knowledge of HIC & LIC from 7.3
Sequencing Skills 	Map Skills: 4 & 6 figure grid references, 8 point compass Data: Scale, Measuring distance, interpreting choropleth, population, climate and rainfall graphs	Understanding and interpretation of different types of development data including GDP / GNI and HDI Using locational knowledge and map skills to match development rates to physical geography	Using data to plot the gradient of a river, creating hydrographs and diagrams to explain processes Introduction to extended writing and core paragraph structure around causes of flooding	Extended writing and analysis of the causes of urbanisation Interpretation of quotation maps, environmental surveys and desire line flow maps.	Interpreting, describing and analysing weather data including temperature and precipitation patterns Using average measurements and climate graphs to identify patterns and changes	Use of economic data to understand impact of tourism. Repeated use of map skills and locational knowledge to support understanding of tourism.

Literacy 	Reading in lesson and via 3 Part Homework. Students will be quizzed on the spelling of key countries and global geographical features	Reading in lesson and via 3 Part Homework. Students will use key words and acronyms (HIC, LIC, NEE) in their writing	Opportunities for students to develop extended writing using writing structures. Learning of specific key words to articulate fluvial processes.	Extensive reading on the causes of urbanisation & analysing individual accounts of rural-urban migration Extended writing opportunities on the causes of urbanisation	Reading around the formation and feature of different climate and weather systems Explicit teaching of key words to explain different types of rainfall and atmospheric pressure	Reading of different tourism case studies and how they affect the country. Teaching of key words and concepts (ecotourism, multiplier effect & concepts around development & economy)
Numeracy 	Numerical skills developed via grid references, measurement of distance and interpretation of climate graph data	Continual use of data and different measurements throughout the unit including HDI/GNI/GDP and life expectancy	Creating graphs and charts to show the changes in a river Using climate graphs and statistical analysis	Interpreting desire flow line and population maps to understand migration Calculation of averages and interquartile range	Creating and interpreting climate data and weather statistics to explain patterns Using average, range and identifying outliers	Interpreting economic data and calculate averages and range. Using infographics to evaluate impact of tourism
Enrichment learning 	Opportunities for students to develop an understanding of the world and to explore countries that they may be interested in visiting over time. Evaluation of the quality of life in local area where students are.	Students to evaluate and devise different metrics for development, dependent on the country (e.g. Malawi) Focus on the importance of gender equality when considering the rate of development	Students to learn about flooding in the UK and compare it to other countries areound the world. Students to appreciate the formation of common physical landforms that they may see in the UK / widerworld	Reading list & documentary list with the library for students to access Humanities weekly club to support students	Project Based Homework for students to create their own weather forecast / climate change project Reading list & documentary list with the library for students to access Humanities weekly club to support students	Project Based Homework for students to create their own weather forecast / climate change project Reading list & documentary list with the library for students to access Humanities weekly club to support students
British values and SMSC 	Students will learn about the different areas of the UK and the world which will increase their mutual respect for other cultures and nations	Students will learn about individual liberty and the rule of law when learning about exploitation	Students ill learn about individual liberty by evaluating the decisions made by those who decide to protect or live in flood plains	Students will learn about individual liberty and the freedom of individuals to choose where they live and how to pursue a better life	Students will learn about rule of law by looking at the various initiatives introduced to combat climate change.	Students will learn about mutual respect for different countries and cultures that are different to their own.
Character 	All students will develop resilience through the mastery of core map skills and the opportunity to practice these until they become habits	All students will develop resilience through the mastery of understanding different types of data and measurements of development levels	Students will understand the power of nature and the role of humanity in living alongside powerful geographical processes	Students will learn about the resilience required to live in cities and sacrifices made by people to achieve better opportunities	Students will learn about the flexibility required to adapt to and live within different weather and climate systems	Students will learn about the impact that those leading privileged lives can have on those who are less fortunate than themselves.
Careers 	Students will understand the rich diversity of the world and exciting opportunities to work and travel around the world	Students will learn about the opportunities to trade around the world	Students will learn about planning to live in floodplains and the opportunities of making decisions about urban and rural planning	Students will learn about the employment opportunities in both urban and rural areas	Students will explore the diversity of different careers in understanding and tracking climate. Additionally, how climate change could affect these	Students will learn about careers in tourism and the opportunities in the travel industry.
Assessment opportunities 	Students will complete a knowledge assessment of their locational knowledge	Students will complete a knowledge assessment of their globalisation and the skills of data interpretation	Students will complete a knowledge assessment with extended writing and a skills	Students will complete a knowledge assessment with extended writing and a skills	Students will complete a knowledge assessment with extended writing and a skills	Students will complete a knowledge assessment with extended writing and a skills

	and a skills assessment of their map skills		test to interpret data for river gradient and velocity	test on desire line maps and population density	test on interpreting climate data and weather patterns	test on evaluating the relative benefits of tourism.
Personalised Challenge for all	Students to given continual practice of 4 & 6 grid references until they are mastered Graphic organiser for students to use as part of their assessment Different and maps of incremental difficulty to be used in lesson Challenge by increasing range and scale of countries		Graphic organiser for weaker students. Students to be given visual outlines and overlays of a how a river flows downstream Students to be given writing frames and scaffolds for extended pieces of writing Challenge by introducing detailed key words (thalweg) for HPA	Students to be given checklist of key structures and processes to use in their written answers Students to be given simplified knowledge organiser of Cairo & urbanisation Students to be given simplified mastery sheet on urbanisation Challenge by adding additional case studies for HPA	Students to be given differentiated terms of weather measuring instruments Recap of map skills using in term 1 to ensure all students are clear on interpreting data Challenge by increasing scale and range of weather measurements and complexity of data	Students to be given key word checklist to review new terminology Students to be given interleaving factual knowledge tests to secure core knowledge in prior units Challenge by writing a synoptic essay about the challenges of tourism