

# Geography



**Year 7**

**Curriculum Map**



## Year 7 – Autumn Term

**What is Geography?**

**Wonderful World**

**UK Geography**

**OS Map Skills**

**Geographical Superlatives**

<b>Prior Learning</b>	<p><b>What is Geography?</b> - Geography is about the world around us – its natural landscapes, its' people and the way we interact with the environment.</p> <p><b>Wonderful World</b> - At key stage 1, pupils should have learned to name and locate the world's seven continents and five oceans. The continents and oceans of the world. Countries of the world, its' landscapes (biomes e.g. rainforest) and the challenges it is facing e.g. deforestation. At key stage 2, pupils should have used Atlases and co-ordinates.</p> <p><b>UK Geography</b> - At key stage 1, pupils should have learned to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. At key stage 2, they should have located the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>OS Map Skills</b> - At key stage 2, pupils should have learned to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) and should have used local maps.</p> <p><b>Geographical Superlatives</b> - This links back to the wonderful world topic and draws on pupils' personal interests within Geography e.g. largest city, deadliest rainforest, tallest mountain, deepest ocean trench etc.</p>
<b>What will I learn?</b>	<p><b>What is Geography?</b> - Geography includes physical, human and environmental geography and develops our enquiry skills (questioning).</p> <p><b>Wonderful World</b> - Pupils learn a range of Atlas Skills through an exploration of each of the seven continents and the oceans; and are introduced to several fascinating places as well as many of the important social, economic and environmental issues we explore in our Geography curriculum.</p> <p><b>UK Geography</b> - Pupils consolidate their sense of local place location within the UK, and develop their knowledge of the UK, Great Britain, the 4 nations of the UK and their capital cities, as well as of the location of major physical features in the UK.</p> <p><b>OS Map Skills</b> - Pupils consolidate, practise and extend their understanding of the use of scale, map reading (4 and 6 figure grid references), relief on OS maps and map symbols.</p> <p><b>Geographical Superlatives</b> - Pupils identify a superlative location of their choice and use their/their group's chosen form of media to produce a presentation (e.g. model, display, PPT) about their chosen place which features maps, photos, and facts about it.</p>
<b>How will I be assessed?</b>	<p><b>What is Geography?</b> - Vocabulary test based on glossary learning for homework.</p> <p><b>Wonderful World</b> - Formative: Open book - A letter to the president of Brazil about deforestation (covers knowledge, understanding, and map/satellite image interpretation). Summative: test covering mostly knowledge, but with some questions assessing understanding, interpretation and Atlas skills.</p> <p><b>UK Geography</b> - Formative: test - knowledge retention of locations (multiple choice)</p> <p><b>OS Map Skills</b> - Summative: test - partially knowledge of map symbols and mostly OS map reading skills based. Will use a local area map for this ideally.</p> <p><b>Geographical Superlatives</b> - Formative: This is a homework competition across year 7 around Christmas time.</p>

<p><b>Next Steps</b></p>	<p><b>What is Geography?</b> - Subsequent topics cover human, physical and environmental geography throughout key stage 3 as per the National Curriculum.</p> <p><b>Wonderful World</b> - The pupils will use their Atlas skills in every year of key stage 3, through following topics e.g. Middle East, Africa etc... They will also regularly recap continents and oceans through each topic.</p> <p><b>UK Geography</b> - The pupils will build on this knowledge in later topics e.g. UK Water Landscapes in year 8 - when locating major coastal / fluvial features.</p> <p><b>OS Map Skills</b> - The pupils will use their OS Map reading skills in year 8, through following topics e.g. Water landscapes in the UK (coasts), Glaciation etc...</p> <p><b>Geographical Superlatives</b> - Group work and research / presentation skills</p>
<p><b>Opportunities for Independent Learning</b></p>	<p>Pupils are provided with access to knowledge organisers and Quizlet quizzes designed by the department which match the keyword glossaries and quizzes.</p> <p>Pupils are encouraged to research fascinating places e.g. through the home learning on Oceania for planning a trip across Australia to the Great Barrier Reef.</p> <p>Websites for consolidating locational knowledge Atlas and practising OS Map Reading skills are provided in the Wonderful World and UK Geography topics. Pupils play games online to practise these skills and knowledge.</p> <p><a href="https://www.ordnancesurvey.co.uk/mapzone/">https://www.ordnancesurvey.co.uk/mapzone/</a>  <a href="https://www.geoguessr.com/seterra/en/l/wor">https://www.geoguessr.com/seterra/en/l/wor</a></p> <p>Pupils are also encouraged to participate in the superlative places competition – this is an opportunity for an extended piece of work presented either individually or in pairs/threes, in whichever style they like e.g. models, fact sheets, even cakes!</p>
<p><b>Personal Development and CEIAG</b></p>	<p>Through ‘<b>wonderful world</b>’ pupils will develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, knowledge of, and respect for, different people’s faiths, feelings and values; developing a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>In ‘<b>Geographical Superlatives</b>’ pupils are encouraged to use imagination and creativity in their learning. The introduction of concepts of the fragility of ecosystems/wilderness areas/oceans and changing urban landscapes develops pupils understanding of the consequences of their behaviour and actions. The use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds and cooperating well with others and being able to resolve conflicts effectively (group work).</p> <p><b>UK Geography and Wonderful World</b> develops pupils understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <p><b>Careers links</b>  Travel and tourism, Politics, Cartography, Navigation</p>
<p><b>Enrichment Opportunities (Cultural Capital)</b></p>	<p>A wide range of clips from YouTube will be used to ensure pupils are exposed to the wealth of landscapes, cultures and major issues our planet features.</p> <p>Prizes of globes will be provided for the winners of the competition.</p> <p>Pupils learn about the superlative locations in the world from each other in their presentations for the competition.</p> <p>The use of an up-to-date atlases and local OS Maps as well as endeavouring to provide pupils with experiences such as using a compass &amp; globe.</p> <p><u>Suggested reading books related to these topics:</u>  <b>Collins School Atlas</b> (a fantastic resource we use in class throughout key stage 3 and4)  <b>OS Explorer Map OL21 South Pennines (this is our local area OS Map)</b></p>



## Year 7 – Spring Term

### Globalisation and Industry

### The Middle East

<b>Prior Learning</b>	<p>Globalisation and Industry - Pupils are aware that the world is unevenly developed as some countries are richer (developed) and some are poorer (developing). Pupils are aware of some environmental issues like plastic pollution (half term in year 7 – Oceans – Wonderful World)</p> <p>The Middle East - Pupils apply their (half term 1 in year 7 – Wonderful World) atlas skills to this topic. Pupils are aware that there are different cultures, religions and ethnic groups.</p>
<b>What will I learn?</b>	<p><b>Globalisation and Industry</b> - Pupils develop an appreciation of how people across the Earth live lives which are interconnected through the Global Fashion Industry and the world of work. They are introduced to the concepts of types of work (primary, secondary, tertiary, quaternary) and of levels of economic development (HIC/NEE/LIC).</p> <p><b>The Middle East</b> - Pupils learn about the major physical and human landscapes of the Middle East, and explore economic development, migration and conflict in this region.</p>
<b>How will I be assessed?</b>	<p><b>Globalisation and Industry</b> - Formative: Open book – Essay on issues in the global fashion industry: “Explain the problem(s) created by the globalisation of the fashion industry” (covers knowledge and understanding). Summative: test – includes knowledge, understanding and skills e.g. Atlas and interpretative skills.</p> <p><b>The Middle East</b> - Summative: test – knowledge retention based.</p>
<b>Next Steps</b>	<p><b>Globalisation and Industry</b> - Concepts of levels of development are explored further later in year 7 when pupils look briefly at urbanisation in NEEs in the summer term, and then in more depth in year 9 when pupils look at how development influences urban change. Pupils are also introduced to development indicators through the year 8 topic of ‘population’. At GCSE this then links to Paper Two – Human Geography.</p> <p><b>The Middle East</b> - Migration will be explored in more depth in year 8 in the ‘Population’ topic. At GCSE this then links to Paper Two – Human Geography. Conflict is also explored as a concept further in year 8 when we study the ‘Russia’ topic (Ukraine war) and in the Year 9 ‘Planet in Peril?’ topic.</p>
<b>Opportunities for Independent Learning</b>	<p>Pupils are provided with access to knowledge organisers and Quizlet quizzes designed by the department which match the keyword glossaries and keyword quizzes we use.</p> <p>Pupils are encouraged to research the story of a Syrian refugee using the BBC website which involves decision making. This supports the formative assessment.</p> <p>Pupils look at the labels on their clothing to see how their fashion choices are globalised.</p>
<b>Personal Development and CEIAG</b>	<p>Through ‘the <b>Middle East</b>’ pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, knowledge of, and respect for, different people’s faiths, feelings and values; developing a sense of enjoyment and fascination in learning about themselves, others and the world around them. Pupils will explore the concept of ‘ethnicity’ and the location of world religion foundation in the <b>Middle East</b>.</p> <p>The introduction of concepts of environmental impacts and of the abuse of human rights at work in the ‘<b>globalisation and industry</b> topic’ provides pupils with an understanding of the consequences of their behaviour and actions. Pupils will consider if it is fair to treat people in LIC/NEEs like this. The use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds and cooperating well with others and being able to resolve conflicts effectively (group work).</p>

	<p><b>The Middle East</b> develops pupils understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p> <p><b>Careers links:</b> Tourism and travel industries, Sustainability, Green economy (renewable energy), Retail (fashion industry), Logistics</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	<p>A wide range of clips from YouTube will be used to ensure pupils are exposed to the wealth of landscapes, cultures and major issues our planet features e.g. fairtrade, Rana Plaza factory collapse.</p> <p>The use of up-to-date atlases to teach the Middle East's geography and pupils also use statistical tables to begin to look at how development can be measured using HDI.</p> <p>Pupils' perceptions are challenged e.g. about Dubai's sustainability.</p> <p>Pupils will use Satellite imagery time lapse videos to show the them how places change.</p> <p>Middle East Refugee Crisis: <a href="https://www.drummertelevision.com/project/368/">https://www.drummertelevision.com/project/368/</a> <a href="https://www.bbc.co.uk/iplayer/episode/b09x4kyy/my-life-the-boy-on-the-bicycle-two-years-on">https://www.bbc.co.uk/iplayer/episode/b09x4kyy/my-life-the-boy-on-the-bicycle-two-years-on</a></p> <p>Fast fashion (globalisation): Viewpoint of a young activist: <a href="https://www.bbc.co.uk/iplayer/episode/m000t0yj/my-life-fighting-for-fashion">https://www.bbc.co.uk/iplayer/episode/m000t0yj/my-life-fighting-for-fashion</a></p> <p>Rana Plaza disaster (impacts of fast fashion): <a href="https://www.youtube.com/watch?v=pEbFnAMHHps">https://www.youtube.com/watch?v=pEbFnAMHHps</a></p>

	<h2 style="text-align: center;">Year 7 – Summer Term</h2> <h3 style="text-align: center;">Weather and Climate</h3> <h3 style="text-align: center;">Settlement and Urbanisation</h3>
<b>Prior Learning</b>	<p><b>Weather and Climate</b> - Pupils should have at key stage 1 learned to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Settlement and Urbanisation</b> - Pupils should have at key stage 2 learned some human geography, including types of settlement and land use.</p>
<b>What will I learn?</b>	<p><b>Weather and Climate</b> - Pupils learn the difference between weather and climate, how weather is observed and recorded, why rain forms, and where some extreme weather occurs e.g. tornadoes, hurricanes. They also study the concept of microclimates.</p> <p><b>Settlement and Urbanisation</b> - Pupils study urban spatial patterns, land use zones and local examples of settlements. They are introduced to urban issues in NEE cities.</p>
<b>How will I be assessed?</b>	<p><b>Weather and Climate</b> - Formative: Essay based on Interpretation and Skills: "Explain (using the map of Colne's location and the diagrams provided) why Colne is so rainy?" Summative: Test: Weather and climate where pupils are assessed on their knowledge, understanding and interpretive skills.</p> <p><b>Settlement and Urbanisation</b> - Formative: Essay on the challenges of life in the slums of Dharavi (impact of urbanisation in a NEE city). Summative: Test: Settlement where pupils are assessed on their knowledge, understanding and geographical skills.</p>
<b>Next Steps</b>	<p><b>Weather and Climate</b> - The processes leading to precipitation are developed through exploration of the water cycle in 'UK Water Landscapes' in year 8. Pupils look into extreme weather in more depth in year 9 when pupils study 'weather hazards' e.g. tropical storms. At the end of year 9 pupils revisit the concept of climate by looking at 'climate change'.</p> <p><b>Settlement and Urbanisation</b> - Pupils will study rural to urban migration in the 'population' topic in year 8. In year 9 pupils investigate 'urban change in NEEs'. The</p>

	<p>impact of urban populations on hazard risk is explored in year 9 'Tectonic hazards'. This topic links to GCSE Paper Two.</p>
<p><b>Opportunities for Independent Learning</b></p>	<p>Pupils are provided with access to knowledge organisers and Quizlet quizzes designed by the department which match the keyword glossaries and keyword quizzes we use.</p> <p>Pupils are encouraged to research weather in the news and to maintain a weather diary for 5 days.</p> <p>Pupils may get the chance to conduct fieldwork in the school grounds and write this up, using simple weather equipment.</p>
<p><b>Personal Development and CEIAG</b></p>	<p>Through 'the <b>Settlement and Urbanisation</b> topic' pupils develop their ability to be reflective about their knowledge of, and respect for, different people's feelings and values; developing a sense of enjoyment and fascination in learning about themselves, others and the world around them. Pupils see how life is very different in poorer cities.</p> <p>Pupils develop their interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues when they study life in NEE cities. The use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds and cooperating well with others and being able to resolve conflicts effectively (group work).</p> <p><b><u>Careers links:</u></b> Urban and transport planning, meteorology, climatology, cartography.</p>
<p><b>Enrichment Opportunities (Cultural Capital)</b></p>	<p>A wide range of clips from YouTube will be used to ensure pupils are exposed to the wealth of landscapes, cultures and major issues our planet features e.g. types of weather e.g. tornadoes, life in the slums of Dharavi.</p> <p>Pupils will have opportunities for outdoor learning e.g. weather observation and recording and microclimate fieldwork using basic equipment in the school grounds.</p> <p>Pupils will use Satellite imagery of the school to locate this fieldwork.</p> <p>Pupils will be shown examples of weather equipment e.g. anemometer, compass, thermometer.</p> <p><b><u>Suggested reading books related to these topics:</u></b> Horrible geography: Stormy weather – Anita Ganeri <b>OS Explorer Map OL21 South Pennines (this is our local area OS Map)</b></p>