



# Curriculum map - GEOGRAPHY

| YEAR 7   | AUTUMN 1         | AUTUMN 2   | SPRING 1            | SPRING 2         | SUMMER 1                | SUMMER 2  |
|----------|------------------|------------|---------------------|------------------|-------------------------|-----------|
| TOPIC(s) | Geography and Me | Our Planet | Resources and Trade | Brilliant Biomes | Fantastic UK Landscapes | UK Coasts |

| YEAR 7                  | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2   | SUMMER 1  | SUMMER 2   |
|-------------------------|---|--|---|--|---|--|
| What students will know | <p>A range of maps and compass directions to describe location and direction</p> <p>OS maps to characterise their local area.</p> <p>The physical characteristics of the British Isles and key human geography characteristics of the UK</p> <p>How early and modern migration has shaped the UK</p> <p>First fieldwork project investigating the personal geography of a family member</p> | <p>The characteristics of Earth, including its age and its surface</p> <p>The changing formation of continents, and the structure of Earth beneath its surface</p> <p>How Earth's atmospheric conditions support life</p> <p>The water cycle</p> <p>What makes a country a country</p> <p>Changes in global population and distribution linking to importance in health</p> <p>Global patterns of wealth</p> | <p>Types of raw materials that are found on or in Earth's surface</p> <p>How raw materials are turned into finished products</p> <p>What services are, why they are important</p> <p>Why goods and services are traded around the world and explore the types of trade that happen within the European Union.</p> <p>The importance of manufacturing for the UK in the past</p> <p>The resources, patterns of trade and employment in the UK today</p> <p>How to use OS map symbols and four-figure grid references to identify types of employment in rural and urban areas of the UK.</p> | <p>The relationships that exist between living and non-living elements of an ecosystem and how to read a food web.</p> <p>The unique characteristics of a range of biomes</p> <p>Major lines of latitude such as the equator and the tropics, and practise using latitude to describe biome distribution</p> <p>How the climate that exists at each latitude determines the biomes that form there</p> <p>The unique vegetation and forest layers of the deciduous forest</p> <p>The biodiversity of the deciduous forest</p> <p>How to conduct observational fieldwork to gather evidence of the biome in which we live</p> | <p>The Earth's structure and use topographic maps of the UK</p> <p>Landscapes including landforms and human features</p> <p>Spot heights and contour lines on OS maps in order to describe the topography of landscapes</p> <p>The rock cycle</p> <p>Physical geography processes that formed the Giant's Causeway</p> <p>The physical geography processes that formed Wenlock Edge</p> <p>How tectonic processes formed the UK's highest mountain range.</p> <p>How to use Google Maps and Digimap to explore Scotland's Northwest Highlands</p> | <p>What the coast is and an introduction to a range of coastal landforms</p> <p>How two main processes of erosion cause cliffs to form</p> <p>How deposition of eroded sediment causes beaches to form</p> <p>How to use Google Earth and OS maps to explore the unique characteristics of the Dorset coast</p> <p>How geology and coastal processes interact to form headlands and bays in Dorset.</p> <p>Four- and six-figure grid references on OS map extracts to explore and describe coastal landscapes.</p> <p>A range of map skills whilst using the Digimap computer program to explore the UK coast.</p> |

| YEAR 7                           | AUTUMN 1   | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2   |
|----------------------------------|--|--|---|---|--|--|
| What students will be able to do | <p>Use photos to identify physical and human features</p> <p>Use compass directions to describe location and direction</p> <p>Use an OS map to characterise the local area.</p> <p>Use a topographic map to show highland and lowland regions, seas, rivers, and coastlines</p> <p>Use a country map to identify the nations and capital cities of the UK.</p> <p>Plan and conducting a geographical enquiry</p> | <p>Use various maps at different scales to identify countries and continents</p> <p>Use a cross section diagram to identify the layers of the Earth.</p> <p>Use diagrams to explain how Earth's atmospheric conditions support life</p> <p>Use labeled diagrams to understand how the atmosphere traps heat.</p> <p>Use labelled diagrams to explain the water cycle</p> <p>Use choropleth maps to describe wealth distribution.</p> | <p>A symbols map can be used to identify the location of resources</p> <p>A flowchart can be used to show a supply chain</p> <p>Use pie charts to identify and compare employment structures of different countries.</p> <p>Use maps of Europe to identify countries, regions and EU member states.</p> <p>Read line graphs to identify changes over time</p> <p>Line graphs can be used to show employment changes over time.</p> <p>Use symbols and the key and 4FGRs on OS maps.</p> | <p>Use a food web to describe interactions and flows of energy within an ecosystem</p> <p>Use a grid to categorise and compare the characteristics of multiple biomes</p> <p>Read lines of latitude and use latitude to describe biome distribution</p> <p>Read line graphs and bar charts</p> <p>Cross-reference a range of maps (latitude, rainfall, temperature) to explain biome formation</p> <p>Read a climate graph of the New Forest</p> <p>Use data to describe and compare the biodiversity level of the deciduous forest biome</p> <p>Use observation and comparison to gather biome data.</p> | <p>Use cross sectional diagrams and topographic maps to describe Earth</p> <p>Use geographical vocabulary to describe landscapes</p> <p>Use spot heights and contour lines on an OS map to describe a landscape</p> <p>Use the rock cycle to understand rock formation.</p> <p>Draw diagrams to support explanations of landforms</p> <p>Use photos and diagrams to explain landscape formation</p> <p>Use online map programs to... search for specific landforms or regions</p> <p>Use 2D and 3D functions to explore landscapes</p> <p>Use measurement tools to identify distance.</p> <p>Decipher and describe topography via contour lines and spot height.</p> | <p>Use Google Earth to describe the landforms found at different stretches of UK coast / Identify a range of coastal landforms in photos</p> <p>Draw a diagram to show how a cliff forms and retreats over time.</p> <p>Use an OS extract and Google Earth to describe the Dorset coastline</p> <p>Annotate a geology map to show and explain how a coastline with alternating geology will change over time</p> <p>Use grid references</p> <p>Use Digimap to practise map skills and recognise and analyse change along the coast</p> |

| YEAR 7  | AUTUMN 1  | AUTUMN 2   | SPRING 1                                      | SPRING 2  | SUMMER 1   | SUMMER 2   |
|---|---|--|---|---|--|--|
| Assessments                                     |   | The Autumn Term Diagnostic assesses Unit 1 and Unit 2 core knowledge and skills (30x MCQs & a 4-mark written component). |   | The Spring Term Diagnostic assesses Unit 1 – 4 core knowledge and skills (30x MCQs & a 4-mark written component). | .  | The Summer summative assessment assesses Units 1 – 5 core knowledge and skills via a 40-mark written paper (tariffs range from 1 – 4 marks). |
| Beyond the classroom<br>(Wider reading / Trips) | GA<br>Sketching and orienteering in the school grounds<br>Encourage pupils to plan family trips and work out the best route – using a paper map or technology | GA<br>Horrible Geography, National geographic, Planet Earth and Frozen Planet from our Geography library                 | GA<br>The Future of Geography by Tim Marshall | GA<br>Phillip Pullman – The Northern Lights<br>Lots of documentaries – Frozen Planet/Svalbard                     | GA<br>The Wild Isles on I player<br>Notes from a small Island by Bill Bryson | GA<br>The Salt Path by Raynor Winn   |