

Year 7 Geography Curriculum Plan

Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
<p>Europe</p> <ul style="list-style-type: none"> Urban Glaciers Resources Tectonics Economy Coasts Weather Ecosystems 	<ul style="list-style-type: none"> Location of the major upland/lowland areas and river systems Ice was a powerful force in shaping the physical landscape of the UK. Distinctive glacial landforms result from different tectonic processes Urban areas provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts The coast is shaped by a number of physical processes. Weather systems create varying extremes A range of different ecosystems and biomes exist throughout the continent. Urban sustainability requires management of resources and transport 	<p>Cartographic skills</p> <p>Atlas maps</p> <ul style="list-style-type: none"> recognise and describe distributions and patterns of both human and physical features maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them <p>OS Maps</p> <ul style="list-style-type: none"> use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic use and understand coordinates – four and six-figure grid references use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales 	<ul style="list-style-type: none"> Understanding of the difference between the local area and a glaciated/coastal landscape The importance of understanding the physical Geography for all of the UK and not isolated areas The connection and value of river systems and the links to both glaciated landscapes and coasts The variation in cultures between the European nations 	<ul style="list-style-type: none"> Interpretation and analysis of data Connection that the processes in the UK are similar/varied in other countries (UK focus) 	<ul style="list-style-type: none"> Locational knowledge Place knowledge Human geography Physical geography Geographical skills 	<ul style="list-style-type: none"> Formal end of unit/topic assessment covering all units Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on developing skills using key command words. Peer, self and whole class marking / DIRT Online knowledge checks using Teams 	<ul style="list-style-type: none"> Links to Science in relation to geology Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to questions. Links to Languages in understanding the variety in Europe.
<p>North America</p> <ul style="list-style-type: none"> Urban Resources Glaciers Tectonics Economy Weather Rivers Ecosystems Development 	<ul style="list-style-type: none"> A growing percentage of the world's population lives in urban areas Urban growth creates opportunities and challenges for cities in LICs and NEEs Economic power leads to a variety of social, economic and environmental opportunities and challenges Tectonic hazards create risk for the population Atmospheric hazards create challenges to development River systems have shaped much of the continent Glaciated landscapes provide economic opportunities A range of different ecosystems and biomes exist throughout the continent. 	<ul style="list-style-type: none"> use and understand gradient, contour and spot height identify basic landscape features and describe their characteristics from map evidence describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs draw sketches from photographs label and annotate diagrams, maps, graphs, sketches and photographs. <p>Maps in association with photographs</p> <ul style="list-style-type: none"> be able to compare maps sketch maps: draw, label, understand and interpret photographs: use and interpret ground, aerial and satellite photographs describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs draw sketches from photographs label and annotate diagrams, maps, graphs, sketches and photographs. 	<ul style="list-style-type: none"> All urban areas vary around the world, knowledge of LIC/NEE/HIC cities restricted to cities studied Perception of the bigger connection of urban areas through globalisation 	<ul style="list-style-type: none"> Connection of ideas to wider geography Social understanding of the impact of poverty (empathy) 	<ul style="list-style-type: none"> Locational knowledge Place knowledge Human geography Physical geography Geographical skills 	<ul style="list-style-type: none"> Formal end of unit/topic assessment covering all units Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on developing skills using key command words. Peer, self and whole class marking / DIRT Online knowledge checks using Teams 	<ul style="list-style-type: none"> Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to questions. Links to Philosophy on the social ethics of exploiting the world for profit/development
<p>South America</p> <ul style="list-style-type: none"> Urban Tectonics Development Urban Ecosystems Economy Rivers 	<ul style="list-style-type: none"> Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components Tropical rainforest ecosystems have a range of distinctive characteristics Deforestation has economic and environmental impacts Urban growth creates opportunities and challenges for cities in LICs and NEEs Hot desert ecosystems have a range of distinctive characteristics Development of hot desert environments creates opportunities and challenges 	<ul style="list-style-type: none"> photographs: use and interpret ground, aerial and satellite photographs describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs draw sketches from photographs label and annotate diagrams, maps, graphs, sketches and photographs. <p>Graphical skills</p> <ul style="list-style-type: none"> select and construct appropriate graphs and charts 	<ul style="list-style-type: none"> The value and importance of different biomes around the world, knowledge restricted to biomes studied The impact the varying exploitation of ecosystems has around the world The different development levels between countries within a continent 	<ul style="list-style-type: none"> Connection of ideas to wider geography The link between the analysis of large scale biomes and local area 	<ul style="list-style-type: none"> Locational knowledge Place knowledge Human geography Physical geography Geographical skills 	<ul style="list-style-type: none"> Formal end of unit/topic assessment covering all units Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on developing skills using key command words. Peer, self and whole class marking / DIRT Online knowledge checks using Teams 	<ul style="list-style-type: none"> Links to Science in understanding components and interactions of ecosystems Links to Science in knowledge of adaptations of both flora and fauna within different ecosystems Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to questions. Links to Languages in understanding the variety in South America.

	<ul style="list-style-type: none"> • Development across the continent has varied due to economic, historical and physical factors • Rivers have created distinct landforms • Countries in the continent are growing in their economic importance. 	<p>to present data, using appropriate scales</p> <ul style="list-style-type: none"> • suggest an appropriate form of graphical representation for the data provided • plot information on graphs when axes and scales are provided • interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. <p><u>Formulate enquiry and argument</u> <u>identify questions and sequences of enquiry</u></p> <ul style="list-style-type: none"> • write descriptively, analytically and critically • communicate their ideas effectively • develop an extended written argument • draw well-evidenced and informed conclusions about geographical questions and issues. 					
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