

Curriculum Content Map

Subject: Geography

Year group: 7

	Term 1				Term 2				Term 3			
	UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5		UNIT 6	
Month	September	October	November	December	January	February	March	April	May	June	July	
Virtue	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery		Compassion	Good Sense	
Skill	Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High		Speaking	Teamwork	
Curriculum Content	Introduction to physical & human geography, map-work skills studied through looking at the physical and human features of the local area of Houghton Regis, Dunstable and Bedfordshire		The geography of the British Isles – using mapwork techniques to look at urban v rural in Britain and the issue of staycations at a national level to study the wider locational, economic and physical landscape of the nation.		Case studies of development – how it is measured plus an emerging economy case study (the issue of sweat shops in India) and an LIC (tourism in Ghana).		Case study of development – looking at an HIC (Japan) using the example of the causes and effects of tectonic hazards, and how Japan, as a HIC, has the resources to mitigate such disasters		Investigating biomes and ecosystems, studying at a local level (eg the deciduous environment of Dunstable Downs) and the global biome of the tropical rainforest (Amazonia), including features, threats and sustainable management.		Biome in a box	
National Curriculum area	Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data		From Unit 1 plus: Extend their locational knowledge and deepen their spatial awareness of the world's countries Human geography relating to population and urbanisation		Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia		Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia		Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems		Field trip write up from Dunstable Downs	
Link to Virtue	Friendliness & civility within the local community	Justice & truthfulness within the local community	Courage to reflect on where mistakes can be improved upon	Generosity as students help each other working in pairs and groups	Gratitude for the fact students live in a “well off” country	Good speech as students deliver their views on solutions to sweat shops and tectonic hazards	A recognition that good temper and humour are required by the people of Japan when dealing with tectonic hazards	Self-mastery is required by mankind if we are to ensure that our natural resources and environments are sustainably managed		Compassion for all species in terms of protecting our biosphere	Developing good sense from the students in protecting their chosen biome	
Link to Skill	Listening skills whilst working with each other to improve mapwork skills	Leadership is required as students work in groups to solve mapwork problems	Solving the problem of finding locations in the UK	Creativity to consider the different activities possible on a staycation	Those who do not live in a “well off” country have to stay positive to survive	Speaking to each other in pairs and groups as they do the above	The people of Japan have to stay positive in the face of tectonic hazards	A recognition by the students that mankind needs to aim high if we are to avoid the consequences of environmental degradation		Students will be speaking in pairs and groups as they give their views on environmental protection	Teamwork as the students work together to produce their “biome in a box”	
Sequencing 	Builds upon concepts of physical and human geography taught in KS2; students will also have to apply some mapwork skills already taught in Year 6		Builds upon physical and human aspects of geography and mapwork skills taught in Unit 1, applying them to the wider geographical features of the British Isles, including both mapskills and atlas skills		Builds upon mapwork skills covered in Unit 1 and atlas skills in Unit 2, as well as a comparison of the physical and human Geography of Ghana and India with that of the British Isles		Builds upon the human and physical features of a located country, with reference to countries at different stages of development, as well as a comparison with another HIC – Britain in Unit 2		Builds upon the concepts of man’s relationship with the natural environment covered in Unit 4, initially from the point of view of how we are at the mercy of “mother nature” and the earth’s processes with tectonic hazards, to how we must work with her and “mother Earth” to protect her resources and the biosphere. Also building on the concept of Emerging Economies (from Unit 3) facing the conflict of development v environmental protection		Builds upon aspects of the biotic and abiotic features of a chosen biome	

	Is further developed in Unit 2 when mapwork skills are applied to urban and human locations in the Britain and the physical and human landscape of the British Isles	Is further developed in Units 3, 4 and 5 when the human and physical features of the British Isles are compared with those of an LIC (Ghana), an Emerging Economy (India), both in Unit 3, and another HIC (Japan) Unit 4	Is further developed in Unit 4 in which physical and human features (including level of development) are compared between India, Ghana and Japan	Is further developed in Unit 5, when students will be studying the relationship between man and the natural environment (from tectonic processes in Unit 4 to ecosystems and biomes in Unit 5)	Is further developed in Unit 6 when students have to show understanding of the features of a chosen biome. Also further developed in Y8 Unit 1 when students look at ocean biomes	Is further developed in Y8 Unit 1 when student look at ocean biomes
Retrieval 	Baseline assessment of physical and human features and mapwork skills covered in KS2	Low stakes testing on physical and human features of the local area involving the use of taught mapwork skills	Low stakes testing on the physical and human features of Britain	Low stakes testing on the factors affecting development in India and Ghana	Low stakes testing on development statistics and natural hazards affecting Japan	Low stakes testing on features of a biome
New Learning 	Introduction to physical & human geography, map-work skills studied through looking at the physical and human features of the Dunstable area.	The geography of the British Isles – using mapwork techniques to look at urban v rural in Britain and the issue of staycations at a national level to study the wider locational, economic and physical landscape of the nation	Case studies of development – how it is measured plus an emerging economy case study (the issue of sweat shops in India) and an LIC (tourism in Ghana)	Case study of development – looking at an HIC (Japan) using the example of the causes and effects of tectonic hazards.	Investigating biomes and ecosystems, studying at a local (eg the deciduous environment of Dunstable Downs) and the global biome of the tropical rainforest (Amazonia), including features, threats and sustainable management.	Biome in a box
Independent Practice 	Introduction to physical & human geography, map-work skills studied through looking at the physical and human features of the local area of Houghton Regis, Dunstable and Bedfordshire	The geography of the British Isles – using mapwork techniques to look at urban v rural in Britain and the issue of staycations at a national level to study the wider locational, economic and physical landscape of the nation.	Case studies of development – how it is measured plus an emerging economy case study (the issue of sweat shops in India) and an LIC (tourism in Ghana).	Case study of development – looking at an HIC (Japan) using the example of the causes and effects of tectonic hazards.	Investigating biomes and ecosystems, studying at a local (eg the deciduous environment of Dunstable Downs) and the global biome of the tropical rainforest (Amazonia), including features, threats and sustainable management.	Constructing a biome in a box
Misconceptions 	The idea that physical and human geography are separate	The concept of Britain being similar within various parts of the UK	The concept that there are no developed areas within LICs	The idea that the problem of tectonic hazards can be solved	The concept that there has to be a conflict between environmental protection and economic development	
Vocabulary and Comprehension 	Frayer model Word maps Word gradients	Frayer model Word maps Word gradients	Frayer model Word maps Word gradients	Frayer model Word maps Word gradients	Frayer model Word maps Word gradients	Frayer model Word maps Word gradients
Literacy 	Identification of Tier 2 and 3 vocabulary in reading links used	Identification of Tier 2 and 3 vocabulary in reading links used	Identification of Tier 2 and 3 vocabulary in reading links used	Identification of Tier 2 and 3 vocabulary in reading links used	Identification of Tier 2 and 3 vocabulary in reading links used	Identification of Tier 2 and 3 vocabulary in reading links used
Numeracy 	4 fig and 6 fig grid references, scale lines	4 fig and 6 fig grid references, scale lines, statistics comparing demographic features of rural and urban areas and economic statistics of the UK	Statistical analysis (e.g. mean, median and mode) comparing economic statistics in Ghana and India	Statistical analysis (e.g. mean, median and mode) comparing economic statistics in Ghana, India and Japan	Climate graph analysis, scattergraphs comparing deforestation and economic development	Presentation of students biome in a box model
Oracy 	Discussion, debate and speech making on physical and human geography	Discussion, debate and speech making on the physical and human aspects of UK geography	Discussion, debate and speech making on Ghana and India's route to development	Discussion, debate and speech making on Japan's management of tectonic hazards	Discussion, debate and speech making on how to protect the rainforest	

