Curriculum (	Content Map	)	Subject: Year 7 Geography											
Mor	nth		September	Term 1	November	December	lanuary	February Half term 1	Term 2 February Half term 2	March	April	Mav	Term 3	luly
	its of Jork		Introduction to geography	Introduction to geography	The geography of the British Isles	The geography of the British Isles	Development around the world	Development around the world	Development case study	Development case study	Biomes and Ecosystems	Biomes and Ecosystems	Biomes and Ecosystems	Biome in a box
	National Un Curriculum area – W		Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial astellite photographics. Hor ordnorgaphics information Systems (GIS) to view, analyse and interpret places and data	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 (GGS) 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 retaining the population and urbanisation. Use Geographical Information Systems (GG) to view, unalyze and interpret places and data	From Unit 1 plus:  Extend their locational knowledge and deepen their spatial awareness of the world's  Human geography refatile spopulation and urbanisation  Use Geographical information Systems (SiS) to view, analyze and interpret places and data	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 link- between places through the study of human and physica 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	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	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
Cultural Transmission	Substantive Knowledge	The What!	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	Introduction to physical & human geography, map-work skills studied through looking at the physical and human features of the local area of Houghton Regis, Durstable and Bedfordshire			Case studies of development – how it is measured plus an emerging economy case study (the case of sweet shops in Bragildesh) and an LIC (bourism in Ghang).	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).	(Japan) using the example of the causes and		of Dunstable Downs) and the global biome of the tropical rainforest (Amazonia), including	at a local level (eg the deciduous environment	of Dunstable Downs) and the global biome of the tropical rainforest (Amazonia), including	Biome in a box
	Disciplinary knowledge	The How!	Use of 1:25,000 OS maps for understanding of scale, distance, direction, 4 and 6 figure grid co-ordinates and relief / topography. Students will learn new geographical skills.	Use of 1:25,000 OS maps for understanding of scale, distance, direction.  4 and 6 figure grid co-ordinates and relief / topography, Students will continue to learn new geographical skills, adding in locational knowledge	Locational map-work of the geography of the British Isles, including both physical and human features. Extended writing comparisons of rural v urban areas of the UK Students will learn new locational skills, adding in locational k owledge.	Extended writing comparisons of Biritain's National Parks and coastal resorts - what are the management issues of the former and the rejuveration issues of the latter Students will learn locational and place knowledge.		low paid labour in both Bangladesh and Ghana affects	as examples of LICs. In particular, how is Japan able to mitigate against and plan for tectonic hazards due to its development status, in a way that Bangladesh and Ghana cannot against I floods and drought respectively. Students will	as examples of LICs. In particular, how is Japan able to mitigate against and plan for tectonic hazards due to its development status, in a way that Bangladesh and Ghana cannot agains floods and drought respectively. Students will	biome maps and using information from climate graphs to offer an explanation of features. Students will gain an understanding	rainforest, looking at its distribution on global biome maps and using information from climate graphs to offer an explanation of features. Students will gain an understanding of physical processes linked to climate and soil,	rainforest, looking at its distribution on global biome maps and using information from climate graphs to offer an explanation of features. Students will gain an understanding of physical processes linked to climate and soil,	Constructing a biome in a box
	Sequencing (Flow)	Retieval & Extension	Builds upon concepts of physical and human geography taught in KSZ, students will also have to apply some napwork skills already taught in Year 6 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 Britain skills are	Year 6 Is further developed in Unit 2 when mapwork skills are applied to urban	taught in Unit 1, applying them to the wider geographical features of the British Isles, including both mapskills and atlas skills	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 bles, including bit further developed in Units 3, 4 and 5 when the human and physical features of the British bits are compared with those of an LE (Chanal), an Emerging Economy (India), both in Init 3, and another HE (Lippan) Unit 4	a comparison of the physical and human Geography of Ghana and India with	Builds upon mapmork skills covered in Unit 1 and atlas skills in Unit 2, as well as a comparison of the physical and human Geography of Chansa and India with that of the British lides. In Kherd developed in Unit 4 is which physical and human features (including level of development) are compared between India, Chana and Japan	of a located country, with reference to countries at different stages of development, I as well as a comparison with another HIC - Britain in Unit 2 Is further developed in Unit 5, when students will be studying the relationship between man and the natural environment (from tectonic		are at the mercy of "mother nature" and the earth's processes with tection hazards, to how we must work with her and "mother Earth" to protect her resources and the bissphere. Also building on the concept of Emerging Economies (from Unit 3) facing the conflict of development ve environmental protection is further developed in Unit 6 when students		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 the 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 ve environmental protection is further developed in Unit 6 when students	Builds upon aspects of the biotic and abiotic features of a chosen biome is further developed in 19 Linit 1, when student look at ocean biomes
	Summative Assessment		AP1	AP1	.PI	AP1	AP2	AP2	AP2	AP2	AP3	AP3	AP3	AP3
_ E	irtue		Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Graditude	Good Speech	Good Speech	Good Temper and Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense
Persona Empowe	Link to Virtue	The apportunity to reflect, thin deeply and critically about an issue.	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	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	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
rtion ork	₩	e skills	Listening	Leadership	Problem Solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork
Prepara for W	Link to Skill	Transferabl	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	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	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"
eparation for Citizenship	SMSC & British Values	g opinions on curent issues	Democracy, rule of law individual liberty and tolerance shown within the local community.  Social and cultural aspects of the local area	Democracy, rule of law individual liberty and tolerance shown within the local community.  Social and cultural aspects of the local area	Democracy, rule of law individual liberty and tolerance shown within the national community. Social and cultural aspects of the UK	Democracy, rule of law individual liberty and tolerance shown within the national community. Social and cultural aspects of the UK	Individual liberty and democratic values in countries at different stages of development. Social and cultural aspects of Glama and India, and the moral imperative to help them development.	Individual liberty and democratic values in countries at different stages of development. Social and cultural aspects of Ghava and rolls, and the moral imperative to help them development	Individual liberty and democratic values in countries at different stages of development. Social and cultural aspects of Japan	Individual liberty and democratic values in countries at different stages of development. Social and cultural aspects of Japan	The role of the rule of law in environmental protection. To what extent should tolerance of differing views be shown when protecting the environment? The spiritual importance of natural habitats and environments; what is our moral duty to protect them?	The role of the rule of law in environmental protection. To what extent should tolerance of differing views be shown when protecting the environment? The spiritual importance of natural habitats and environments; what is our moral duty to protect them?	The role of the rule of law in environmental protection. To what extent should tolerance of differing views be shown when protecting the environment? The spiritual importance of natural habitats and environments; what is our moral duty to protect them?	The role of the rule of law and moral decision making in biome management
٤	Link to SMSC & British Values	D evelopin,												