

Curriculum Content Map													
Subject: Year 7 Geography													
Month		September		October		November		December		January		February Half term 1	
Term 1		Term 2		February Half term 2		March		April		May		June	
July													
Cultural Transmission	John at Work		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
	Nature Curriculum area – KS3		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	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 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 Use Geographical Information Systems (GIS) to view, analyse 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 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 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
	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, Dunstable and Bedfordshire	The geography of the British Isles – using mapwork techniques to look at urban v rural in Britain and the issue of stationarity at a national level to study the wider locational, economic and physical landscape of the nation.	The geography of the British Isles – using mapwork techniques to look at urban v rural in Britain and the issue of stationarity at a national level to study the wider locational, economic and physical landscape of the nation. Gap filling from AP1 - map skills, the local area, compass directions and co-ordinates	Case studies of development – how it is measured plus an emerging economy case study (the issue of sweat shops in Bragladesh) and an LC (tourism in Ghana).	Case studies of development – how it is measured plus an emerging economy case study (the issue of sweat shops in India) and an LC (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	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	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	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
	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 knowledge.	Extended writing comparisons of Britain's National Parks and coastal resorts - what are the management issues of the former and the rejuvenation issues of the latter Students will learn locational and place knowledge.	Locational studies and written analysis focussing on examples of development, in particular the issue of how low paid labour in both Bangladesh and India affects both these country's development. Students will learn the locational knowledge of places in Asia and Africa, understanding human geography relating to international development	Locational studies and written analysis focussing on examples of development, in particular the issue of how low paid labour in both Bangladesh and Ghana affects both these country's development Students will learn the locational knowledge of places in Africa and Asia, understanding human geography relating to international development.	A comparison of Japan as a HIC with Bangladesh and Ghana in the previous module as examples of LDCs. 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 floods and drought respectively. Students will learn the locational knowledge og E Asia, linked to physical processes.	A comparison of Japan as a HIC with Bangladesh and Ghana in the previous module as examples of LDCs. 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 floods and drought respectively. Students will learn the locational knowledge og E Asia, linked to physical processes.	in depth analysis of the features of the tropical 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, and how they both affect natural systems	in depth analysis of the features of the tropical 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, and how they both affect natural systems	in depth analysis of the features of the tropical 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, and how they both affect natural systems
	Sequencing (Flow)	Retrieval & Extension	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. 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	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. 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	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. 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 LC (Ghana), an Emerging Economy (India), both in Unit 3, and another HIC (Japan) Unit 4	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. 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 LC (Ghana), an Emerging Economy (India), both in Unit 3, and another HIC (Japan) Unit 4	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. Is further developed in Unit 4 in which physical and human features (including level of development) are compared between India, Ghana and Japan	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. Is further developed in Unit 4 in which physical and human features (including level of development) are compared between India, Ghana and Japan	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. 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)	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. 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)	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. 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	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. 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	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. 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
	Summative Assessment		AP1	AP1	AP1	AP1	AP2	AP2	AP2	AP2	AP3	AP3	AP3
Personal Empowerment	Virtues		Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Speech	Good Temper and Humour	Self-Mastery	Self-Mastery	Compassion
	Link to Virtue	The opportunity to reflect, think 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
Preparation for Work	Skills	Transferable skills	Listening	Leadership	Problem Solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking
	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 stationery	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
Preparation for Citizenship	SMSC & British Values	Developing opinions on current 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 Ghana 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 Ghana 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 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?
	Link to SMSC & British Values												The role of the rule of law and moral decision making in biome management