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| **Year 7 Geography Curriculum Map** |
|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Unit Length** | Natural Hazards  |  Unequal World  | Concrete World  |
| **Links to the National curriculum/Assessment Objectives** | **Locational knowledge**locational knowledge and of the world’s countries, using maps of the world to focus on Africa, Asia and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities**Place knowledge** human and physical geography of a region in Africa and Asia**Human and physical geography**physical geography relating to: geological timescales and plate tectonics; rocks, weather and climate, including the change in climate from the Ice Age to the present; hydrology and coastshuman geography relating to: population and urbanisation; international developmentunderstand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems**Geographical skills** build on student’s knowledge of globes, maps and atlasesinterpret Ordnance Survey maps and aerial and satellite photographs |
| **Description of the topic and key learning outcomes (key knowledge and understanding)** | Hazardous World By the end of the unit students will know : * What is a hazard
* What are the worst hazards and why
* What makes hazards worse
* Will climate change make hazards worse
* Where is Japan
* What is the structure of the earth
* What is Japan like
* Why does Japan suffer from earthquakes
* Why is Tokyo an important city
* What happens when an earthquake strikes
* How can we respond to earthquakes
 | Unequal World By the end of the unit students will know : * What is development
* What is the difference between standard of living and quality of life
* How do we measure development
* How does development differ around the world
* What is HDI
* What causes uneven development
* The impact of malaria on global health
* The world’s population
* Where do people live across the world
* How do changes in population cause problems
* Where is China
* How does China control it population
* How does China control its population
* Should population be controlled
 | Concrete World By the end of the unit students will know : * Where are the world’s mega cities
* What is urbanisation
* The challenges of living in mega cites
* Where is India
* What is India like
* What are slums
* Life in Mumbai
* Urban Planning in Mumbai
* What is Birmingham like
* Why is Birmingham a city of contrast
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| **Related Concepts (that are revisited)** | * LIC and HIC
* Development
* Human and physical geography
 | * Measuring development
* Maps and mapping
* How weather affects malaria
 | * Sustainability
* Resources
* LIC / HIC
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| **Skills being taught**  | * Map skills and interpretation of a
* Using satellite images to interpret information
* Interpretation of data and charts
* Population pyramids
* Comparing and contrasting statistics from different parts of the world
 | * Plotting using graphs
* Describing and Explaining Distributions/patterns
* Drawing and interpreting climate graphs
* Annotating photographs
* Interpretation of data and charts
 | * Maths – multiplication and interpretation
* Notation
* Explaining and sequencing responses, using diagrams to explain
* Annotating photos
* Map skills main focus (grid references, contour lines, cross sections)
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| **Milestone assessments** | AC (dates set by school) |  AC (dates set by school) | AC (dates set by school) |
| **Wider reading** | BBC BitesizeKnowledge OrganiserNews Articles when appropriate Reading in class  | BBC BitesizeKnowledge OrganiserNews Articles when appropriate Reading in class | BBC BitesizeKnowledge OrganiserNews Articles when appropriate Reading in class |
| **Literacy programme** | key geography terms embedded into each PPs.  | key geography terms embedded into each PPs. | key geography terms embedded into each PPs. |
| **Homework** | SMHW  | SMHW | SMHW |
| **Oak Academy Links** | <https://classroom.thenational.academy/units/climate-change-68ab> | <https://classroom.thenational.academy/units/development-c36b> | <https://classroom.thenational.academy/units/issues-of-urbanisation-808e> |