

St Mary's CE High School Curriculum Map 2022-23



Subject: Geography

Geography aims to grapple with and understand some of the big world issues, both human and physical

Year: 7

	<b>Autumn</b> <i>How can we find amazing places?</i>	<b>Spring 1</b> How do we use our planet?	<b>Spring 2</b> <i>Why are rivers important?</i>	<b>Summer 1</b> How does money make the world go around?	<b>Summer 2</b> <i>What is our local place like?</i>
<b>CONTENT</b>	<p>This is the first unit studied in geography as we build on the content from the KS2 curriculum and introduce geography as a subject. We cover many of the foundational map skills along with the key geographical ideas of human and physical geography, social, economic and environmental geography as sustainability.</p> <ul style="list-style-type: none"> <li>▪ Photo analysis</li> <li>▪ Social, economic and environmental impacts</li> <li>▪ Geographical Information Systems (GIS)</li> <li>▪ Global location knowledge</li> <li>▪ Height on maps</li> <li>▪ Grid references</li> <li>▪ Scale on maps</li> <li>▪ The make-up of the UK</li> </ul> <p>Key concepts</p> <ul style="list-style-type: none"> <li>▪ Diversity</li> <li>▪ Sustainability</li> </ul>	<p>This unit looks at a range of big ideas about the planet introducing some key terminology which will be built on in future units. We look at overviews of concepts which are looked at in more detail in future units. In this unit we look at how the planet work and human and physical interactions.</p> <ul style="list-style-type: none"> <li>▪ Geological understanding</li> <li>▪ Soil profiles</li> <li>▪ Rainforest biome</li> <li>▪ Water use and security</li> <li>▪ Formation and use of oil</li> <li>▪ Renewable resources including wind</li> <li>▪ Coral reefs</li> </ul> <p>Key concepts</p> <ul style="list-style-type: none"> <li>▪ Players</li> <li>▪ Diversity</li> <li>▪ Change</li> <li>▪ Sustainability</li> <li>▪ Interdependence</li> </ul>	<p>This unit builds on the hydrosphere looked at in the previous unit. We introduce key physical processes which will be returned to in the Y8 unit – What happens when the land meets the sea and then the GCSE unit on Distinctive Landscapes. This unit looks at how physical processes and human lives interact.</p> <ul style="list-style-type: none"> <li>▪ Water cycles</li> <li>▪ Drainage basin</li> <li>▪ River processes</li> <li>▪ Bradshaw model</li> <li>▪ River formation</li> <li>▪ Somerset river flooding example.</li> <li>▪ Floods in Bangladesh</li> </ul> <p>Key concepts</p> <ul style="list-style-type: none"> <li>▪ Sustainability</li> <li>▪ Change</li> <li>▪ Players</li> </ul>	<p>This unit introduces ideas of economy for the first time and how money and jobs make a difference to our society. We look from a local to a global scale and consider how different countries are affected. These will be built on in future units as we consider the impact of various things on the economy such as ageing population in the Y8 unit How are populations changing?</p> <ul style="list-style-type: none"> <li>▪ UK economic structures</li> <li>▪ Disposable income</li> <li>▪ Production and Fairtrade</li> <li>▪ Global trade and technology.</li> <li>▪ Apple</li> <li>▪ Social impact</li> <li>▪ Aral sea</li> <li>▪ Russia</li> <li>▪ China</li> </ul> <p>Key concepts</p> <ul style="list-style-type: none"> <li>▪ Players</li> <li>▪ Diversity</li> <li>▪ Change</li> <li>▪ Sustainability</li> <li>▪ Interdependence</li> </ul>	<p>In the final unit of year 7 we focus on our local area and introduce fieldwork skills. We build on the map skills and geographical questioning from the start of the year and reach conclusions using data and analysis.</p> <ul style="list-style-type: none"> <li>▪ Usage of land near school</li> <li>▪ Location and GIS setting</li> <li>▪ Field sketch</li> <li>▪ Questionnaire</li> <li>▪ Research</li> <li>▪ Photography</li> <li>▪ Fieldwork</li> <li>▪ EQS</li> <li>▪ Land use survey</li> </ul> <p>Key concepts</p> <ul style="list-style-type: none"> <li>▪ Players</li> <li>▪ Diversity</li> <li>▪ Change</li> </ul>
<b>Skills</b>	Skills covered throughout Year 7: Geographical enquiry, Decision making, Reasoning, Fieldwork techniques, GIS, Data analysis, Empathy, Map skills, Numeracy and using a source.				
<b>Command words</b>	Describe, Define, Outline, State, Explain, Calculate, Compare, Identify				

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<p><b>Key Questions</b></p>	<p>Why are places amazing? How can we locate amazing places? What does our amazing country look like? How do we use GIS to investigate amazing places? What is amazing about our local places? What is amazing about the Victoria Falls? What is amazing about the River Ganges? What is amazing about Mt St Helens? What is amazing about the Great Barrier Reef? What are people doing to some amazing places? What can I do with my amazing places knowledge?</p>	<p>How are rocks useful? Why are soils the root of life? How does the biosphere provide natural resources? How does the hydrosphere provide natural resources? Why is the world so dependent on oil? How can we use natural resources? How do we use coral reefs?</p>	<p>How does water flow into rivers? What work do rivers do? How do rivers change from source to mouth? What landforms are found in the upper, middle and lower course? How do I conduct a river fieldwork study? How are rivers important to people? How do river floods cause a problem? How can flooding be managed? How to floods threaten lives in Asia?</p>	<p>What are UK unemployment sectors? Why is manufacturing all about choosing the right site? Why is the tertiary sector growing? How does a Kit Kat connect the sectors of the economy? What is globalisation? How has containerisation accelerated globalisation? How do my clothes make me global? What impact does globalisation have on the environment? Does geography help or hinder the economy of Russia? How is China influencing the global economy?</p>	<p>What is fieldwork? How do we collect primary qualitative data? How do we collect primary quantitative data? How do I present my questionnaire data? What conclusions can I reach?</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Short and long answer questions on content taught in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Short and long answer questions on content taught in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Short and long answer questions on content taught in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Short and long answer questions on content taught in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Assessment through the conclusions reached in the form of a persuasive letter</li> </ul>