

Curriculum Map Year 7 Geography

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Geography detectives	<i>Autumn HT1</i>	<p>This unit provides pupils with an introduction to key map skills in geography (compass points, scale, relief, distance) as well as an introduction to the concept of spatial scales (hemispheres, continents, countries etc).</p> <p>NC link:</p> <ul style="list-style-type: none"> - <i>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.</i> - <i>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.</i> 	All pupils have had slightly different experience of content and skills in primary geography, this enables us to create a baseline of skills and understanding in the girls first half term in the school.	Pupils will build upon their understanding of scale to explore the concept of cities, their growth, challenges within urban areas and the opportunities they present.
Urbanisation	<i>Autumn HT2</i>	<p>Pupils will be introduced to the concept that with city growth come challenges and opportunities, as well as the solutions that exist to these problems.</p> <p>Pupils will be introduced to the concept of sustainability and 'making geographic decisions' through their introduction to greenfield and brownfield sites.</p> <p>NC link:</p> <ul style="list-style-type: none"> - <i>Human geography relating to population and urbanisation.</i> - <i>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India).</i> - <i>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.</i> 	Pupils will also build upon spatial scales concept to understand that with different spatial scales come different levels of development and that the issues that exist vary depending upon this.	Pupils gain an introduction of the concept of urban challenges and the concept of regeneration (and associated challenges and opportunities).
Exploring Africa	<i>Spring HT3</i>	<p>Pupils are introduced to the continent of Africa, the physical and human geography therein. This unit is an opportunity to break down misconceptions about the homogenous nature of the continent. Moreover, this unit develops the concept of the 'case study' with students; using real life examples to form arguments and support opinions in exam scenarios and geographic debate.</p> <p>NC link:</p> <ul style="list-style-type: none"> - <i>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.</i> - <i>Understand how human and physical processes interact to influence, and change landscapes,</i> 	This unit builds upon the introduction students have had to the interaction between human and physical geography. It develops a deeper understanding of the differences in the world at a range of scales, with a focus on addressing misconceptions about Africa as a homogeneous space.	Pupils gain an understanding of the complex nature of development and globalisation and the idea that a combination of human and physical factors conspire to shape the current global picture of wealth and poverty.

		<i>environments and the climate; and how human activity relies on effective functioning of natural systems.</i>		
Rivers	<i>Spring HT3</i>	<p>Pupils will be introduced to the concept of river long profiles and the associated physical processes including key associated landforms (meanders, waterfalls). Pupils will also be exploring the interaction between human and physical geography to understand the causes, effects and responses to flood events.</p> <p>NC link:</p> <ul style="list-style-type: none"> - <i>Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.</i> 	The concept of human and physical geography interacting will be built upon with the study of flood causes, effect and responses in the UK and Bangladesh being covered.	Pupils will gain an understanding of the importance of human and physical factors interacting and the idea that countries at different levels of development have varying capacity to cope with flood events.
Geography of food	<i>Spring HT4</i>	<p>Pupils will be introduced to the range of issues associated with food production, they will gain understanding of the interaction of human and physical geography to build an understanding of famine and the associated issues including the causes and solutions.</p> <p>NC link:</p> <ul style="list-style-type: none"> - <i>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.</i> 	Pupils will build upon their understanding of concepts such as relief and drainage as well as human factors. Pupils will make a geographic decision (recommending the best site for a mixed farm).	Pupils gain a foundation of understanding the contrasting experience of countries at different levels of development and the fact that physical and human factors interact to produce differing developmental outcomes.
Changing places (fieldwork unit)	<i>Summer HT6</i>	<p>Pupils are introduced to concept on fieldwork, data collection (associated challenges and opportunities), data presentation and drawing conclusions/making geographic decisions.</p> <p>NC link:</p> <ul style="list-style-type: none"> - <i>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.</i> - <i>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</i> - <i>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</i> 	This unit builds upon the concept of urban challenges/regeneration, map skills, sustainability and making geographic decisions. This unit also builds upon the idea of a place study (the unit is framed by New Brighton as a location study).	Pupils gain a foundational knowledge of the fieldwork process (the six-stage inquiry process) as well as building a strong foundation of understanding in the geographic decision-making process (thinking along the lines of sustainability - social, environmental and economic).

Social development	Summer HT5	<p>Pupils are introduced to the concept of social development, including development measures, the factors that influence a countries level of development, the human development index and the importance of child labour/the education of girls.</p> <p>NC link:</p> <ul style="list-style-type: none">- <i>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.</i>- <i>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.</i>	Pupils will build upon their knowledge and understanding of the world's differences over (global) spatial scales.	Pupils gain a foundational understanding the concept of differing levels of national development which will frame their understanding (moving forward) of how different challenges (e.g., tectonic, flooding, etc.) influence countries with differing capacity to cope.
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