

## CURRICULUM MAP (Long term plan)

**SUBJECT : Geography 2023-24**

**YEAR GROUP : 7**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<b>Aim of the term</b>	This term students will learn about different methods of <b><u>geographical enquiry</u></b> .	This term students will explore <b><u>scale</u></b> , comparing local and global economy and local and global climates.	This term students will explore <b><u>links between physical and human geography</u></b> .
<b>Knowledge Substantive</b> - knowledge & conceptual understanding of the National Curriculum	<p><b>Unit 1: What is a geographer?</b> <b>In this unit, pupils will learn about:</b></p> <ul style="list-style-type: none"> <li>- being a geographer</li> <li>- asking geographical questions</li> <li>- conducting geographical enquiries</li> <li>- key aspects of studying people and places</li> <li>- how to use geographical data, including maps.</li> </ul> <p><b>Unit 2: Is the earth running out of natural resources?</b></p> <ul style="list-style-type: none"> <li>-Different elements that make up our planet</li> <li>-How rocks and soils are formed and their importance to life</li> <li>-what a biome is and how the rainforest biome works</li> <li>-How people use the Earth's natural resources</li> <li>-the difference between renewable and non-renewable resources</li> </ul>	<p><b>Unit 3: What is the economy?</b></p> <ul style="list-style-type: none"> <li>- economic activities and what they are like at different scales, from local to global</li> <li>-the ways in which jobs can be arranged into groups or sectors</li> <li>- the range of jobs people do and how jobs have changed over time</li> <li>-what trade is and how it has become global</li> <li>-how the UK economy has developed and how our links with the world have grown</li> </ul> <p><b>Unit 4: What is weather and climate?</b></p> <ul style="list-style-type: none"> <li>-concepts of weather and climate</li> <li>- elements that make up weather and climate</li> <li>- how is the weather measured?</li> <li>- how to distinguish between weather and climate?</li> <li>- how to read weather using a synoptic code</li> </ul>	<p><b>Unit 5: is the geography of Russia a curse or a benefit?</b></p> <ul style="list-style-type: none"> <li>-Locate Russia</li> <li>-Identify key features of Russia's physical landscape, climate, environments, population distribution</li> <li>-understand the features and causes of a continental climate</li> <li>-understand how biomes are formed by the interaction of the Earth's spheres- taiga and Tundra</li> </ul> <p><b>Unit 6: Why are rivers important?</b></p> <ul style="list-style-type: none"> <li>-understand the water cycle</li> <li>-understand river processes- erosion, transportation and deposition</li> <li>-understand how river processes create landscapes</li> <li>-know how human and physical factors cause rivers to flood</li> </ul>
<b>Skills</b>	<b><u>Acquiring geographic information</u></b>	<b><u>Acquiring geographic information</u></b>	<b><u>Acquiring geographic information</u></b>

<p><b>Disciplinary knowledge</b> - what skills can be linked to the unit complement (How we gain substantive knowledge)</p>	<ul style="list-style-type: none"> <li>- Use an atlas to locate and the world's continents and oceans</li> <li>- Use an atlas to locate and countries in Europe, North and South America</li> <li>- Begin to identify human and physical features of localities – Holderness, Southampton, Helvellyn, Seaford, Scarborough - investigating conditions, processes and interactions that explain features, distribution patterns, and changes over time and space</li> <li>-Researching how our understanding of the planet has evolved through time through exploration and a series of discoveries Competence in geographical enquiry and skills</li> <li>-Locate and describe places using latitude and longitude</li> </ul> <p><b><u>Cartographic skills</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate ability to use Ordnance Survey map skills, scale, grid references, height, direction, with aerial photos</li> <li>-Locate and name the world's continents and oceans</li> <li>Locate and name countries in Europe, North and South America</li> <li>-Compare OS map to aerial photo to analyse the location of an oil refinery</li> </ul> <p><b><u>Graphical skills</u></b></p> <ul style="list-style-type: none"> <li>-use data to draw a pie chart</li> </ul>	<ul style="list-style-type: none"> <li>-Examine human and physical features of a locality- Scarborough</li> <li>-investigate the growth of manufacturing in China</li> <li>- analyse the impact of economic activities on the environment</li> <li>- conduct a survey in the class to find out the jobs done by family members</li> <li>- interpret synoptic code to analyse weather patterns</li> <li>- communicating how weather affects our daily lives</li> <li>-Investigating the role of the Met office including how weather is measured, recorded and forecast</li> </ul> <p><b><u>Cartographic skills</u></b></p> <ul style="list-style-type: none"> <li>-Comparing an OS map with an aerial photo to identify location factors for a car plant</li> </ul> <p><b><u>Graphical skills</u></b></p> <ul style="list-style-type: none"> <li>-use statistical data to draw a graph to show how the UK economy has evolved</li> <li>-presenting data from a survey as a bar chart</li> <li>-interpret and draw climate graphs for the Uk and the world</li> </ul>	<ul style="list-style-type: none"> <li>-Use GiS/GoogleEarth to investigate Russia</li> <li>-Geographical enquiry using a range of geographical data</li> <li>-Locate Russia and its surrounding countries</li> <li>-interpret geographical data to identify ways people respond to river flooding</li> </ul> <p><b><u>Cartographic skills</u></b></p> <ul style="list-style-type: none"> <li>-Interpret climate maps for Russia</li> <li>- Use atlas maps and photos to investigate Russia</li> <li>- Comparing an OS map with an aerial photo to identify river features and how people use rivers</li> <li>- Create a cross section of a river valley using geographical data from an OS map</li> <li>- investigate the long profile of the River Tees using data from ArcGIS</li> </ul> <p><b><u>Graphical skills</u></b></p> <ul style="list-style-type: none"> <li>-interpret and draw climate graphs for Russia</li> </ul>
---	---	--	--

<p><b>Key questions</b> (What is the learning about?)</p>	<ul style="list-style-type: none"> <li>-What is a geographer?</li> <li>-how has the knowledge of the world progressed over time?</li> <li>-what locational knowledge do you have of the world?</li> <li>- how can I locate things around the world?</li> <li>-why do we use OS maps to investigate places?</li> <li>How do OS maps show height, direction and slopes?</li> <li>-how can we use aerial photos with OS maps?</li> <li>- how do we use our planet as a natural resource?</li> <li>- what are rocks and how are they a natural resource?</li> <li>-why are soils the root of life?</li> <li>- how does the biosphere provide natural resources?</li> <li>-How does the hydrosphere provide natural resources?</li> </ul>	<ul style="list-style-type: none"> <li>-What is the economy from local to global?</li> <li>-What is happening down on the farm?</li> <li>-why is manufacturing about choosing the right sight?</li> <li>-Why did Nissan locate in the UK ?</li> <li>-Why is the tertiary sector increasing?</li> <li>-How has containerisation accelerated globalisation?</li> <li>-What is weather and climate</li> <li>-how is the weather measured?</li> <li>- how to distinguish between weather and climate</li> <li>- how to read weather using a synoptic code?</li> <li>-What are clouds and why does it rain?</li> <li>-what are air pressures and anticyclones?</li> </ul>	<ul style="list-style-type: none"> <li>-Where is Russia located?</li> <li>-what is Russia like?</li> <li>-the physical landscape, climate and natural environment</li> <li>-how Russia's physical geography has influenced its human geography</li> <li>-how important Russia is to the world?</li> </ul>
<p><b>Assessment</b></p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p><b>Progress check -</b> <a href="#">Lesson 10 Baseline assessment</a></p> <p><b>End of term test -</b> <a href="#">EOT- AFTER LESSON 9</a></p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p><b>Progress check -</b> <a href="#">PPC</a></p> <p><b>End of term test -</b> <a href="#">Assessment</a></p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p><b>Progress check -</b> <a href="#">PPC</a></p> <p><b>End of term test -</b> <a href="#">EOT</a></p>
<p><b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b></p>	<p><b>Oracy</b> - Verbal tracker encouraging students to contribute in class discussions</p> <p><b>Literacy</b> –</p> <ul style="list-style-type: none"> <li>-Learning new geographic key terms</li> <li>- using the key terms when completing work</li> </ul>	<p><b>Oracy</b> - Verbal tracker encouraging students to contribute in class discussions</p> <p><b>Literacy</b> –</p> <ul style="list-style-type: none"> <li>-Learning new geographic key terms</li> <li>- using the key terms when completing work</li> </ul>	<p><b>Oracy</b> - Verbal tracker encouraging students to contribute in class discussions</p> <p><b>Literacy</b> –</p> <ul style="list-style-type: none"> <li>Learning new geographic key terms</li> <li>- using the key terms when completing work</li> </ul>

	<p>- using a textbook to understand information about a place or concept</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-labelling tasks</li> <li>-writing PEEL paragraphs to show understanding of qualitative data</li> <li>-describe and compare photographs of locations</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>- 4 figure grid references</li> <li>- lines of longitude and latitude as well as learning coordinates</li> <li>-scale of a map</li> <li>-measuring contour line son a map</li> <li>-interpreting scale and distance</li> <li>-understanding height and direction</li> <li>-use data to draw a pie chart</li> </ul>	<p>using a textbook to understand information about a place or concept</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-labelling tasks</li> <li>-writing PEEL paragraphs to show understanding of qualitative data</li> <li>-describe and compare photographs of locations</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>–use statistical data to draw a graph to show how the UK economy has evolved</li> <li>-presenting data from a survey as a bar chart</li> <li>-interpret and draw climate graphs for the Uk and the world</li> </ul>	<p>-using a textbook to understand information about a place or concept</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-labelling tasks</li> <li>-writing PEEL paragraphs to show understanding of qualitative data</li> <li>-describe and compare photographs of locations</li> <li>- describe the different Biomes in Russia</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>-interpret and draw climate graphs for Russia</li> <li>-interpret and understand data on population of Russia</li> <li>-understand how population density is calculated</li> </ul>
<p><b>Cross Curricular Opportunities</b></p>	<p>P.E - Orienteering Science- Natural sciences</p>	<p>Science- equipment and methods to measure the weather and condition of the atmosphere Citizenship- how to manage money Maths- what and how is money managed on national and global scale</p>	<p>Science- water cycle, earth processes such as erosion History- History of Russia</p>
<p><b>Super Curriculum</b></p>	<p>Use of videos from a range of sources including:</p> <p><a href="http://www.geography.org.uk/GA-Manifesto-for-geography">www.geography.org.uk/GA-Manifesto-for-geography</a></p> <p><a href="http://www.originenergy.com.au/blog/what-is-electricity/">www.originenergy.com.au/blog/what-is-electricity/</a></p> <p><a href="http://www.nationalgrid.com/about-">www.nationalgrid.com/about-</a></p>	<p>Investigation measuring and recording the weather</p> <p>Videos of the Nissan car plant</p> <p><a href="http://www.youtube.com/watch?v=vgZr5R4ubsE">www.youtube.com/watch?v=vgZr5R4ubsE</a></p> <p><a href="http://www.youtube.com/watch?v=A-MujxflW8">www.youtube.com/watch?v=A-MujxflW8</a></p>	<p>Using ArcGIS and degree confluence website</p> <p>Russian youth view of Russia: <a href="http://www.bbc.co.uk/newsround/44821848">www.bbc.co.uk/newsround/44821848</a></p> <p>BBC news report about living in the cold in Russia: <a href="http://www.bbc.co.uk/news/world-">www.bbc.co.uk/news/world-</a></p>

	<p><a href="https://www.itv.com/news/2017-04-21/britain-has-first-coal-free-day-since-industrial-revolution">us/what-we-do</a></p> <p><a href="https://www.itv.com/news/2017-04-21/britain-has-first-coal-free-day-since-industrial-revolution">www.itv.com/news/2017-04-21/britain-has-first-coal-free-day-since-industrial-revolution</a></p> <p><a href="http://www.ordnancesurvey.co.uk/about/overview/what-we-do.html">www.ordnancesurvey.co.uk/about/overview/what-we-do.html</a></p> <p>Using maps</p> <p>Digital GNSS- <a href="http://www.confluence.org">www.confluence.org</a></p> <p>ArcGIS <a href="https://esriukeducation.maps.arcgis.com/apps/MapSeries/index.html?appid=81acb6053269432bbab23a130cf3c844">https://esriukeducation.maps.arcgis.com/apps/MapSeries/index.html?appid=81acb6053269432bbab23a130cf3c844</a></p> <p>Fieldwork using maps and ipads to take photos</p>	<p>From cocoa to chocolate: the long journey of a great tasting product! [2 min 25 sec]: <a href="https://vimeo.com/121506041">https://vimeo.com/121506041</a></p> <p>How chocolate is made: <a href="http://www.youtube.com/watch?v=fiMjr3Rwdjs">www.youtube.com/watch?v=fiMjr3Rwdjs</a></p> <p>BBC Bitesize What is Globalisation? <a href="http://www.bbc.co.uk/bitesize/topics/zfr4scw/articles/zkgnkmn">www.bbc.co.uk/bitesize/topics/zfr4scw/articles/zkgnkmn</a></p> <p>World's largest container ship: Extract from this 10 min 20 sec video of drone footage of the OOCL Hong Kong: <a href="http://www.youtube.com/watch?v=MnWu1VA6sEg">www.youtube.com/watch?v=MnWu1VA6sEg</a></p> <p>GPS tracking of the world's cargo ships: <a href="http://www.marinetraffic.com">www.marinetraffic.com</a></p> <p>Met office – excellent public information website with advice for people in dealing with the weather: <a href="http://www.metoffice.gov.uk/barometer/advice">www.metoffice.gov.uk/barometer/advice</a></p> <p>BBC Class clips – how much does a cloud weigh? <a href="http://www.bbc.co.uk/teach/class-clips-video/geography-ks4-gcse-how-much-does-a-cloud-weigh">www.bbc.co.uk/teach/class-clips-video/geography-ks4-gcse-how-much-does-a-cloud-</a></p>	<p><a href="http://www.bbc.co.uk/news/in-pictures-41914876">11875131</a> <a href="http://www.bbc.co.uk/news/in-pictures-41914876">www.bbc.co.uk/news/in-pictures-41914876</a></p> <p>Use of timelapse to show seasons: <a href="http://www.bbc.co.uk/programmes/p00485w8">www.bbc.co.uk/programmes/p00485w8</a></p> <p>Video clip introduction to population distribution and density: <a href="http://www.youtube.com/watch?v=s9dFy6xBOBM">www.youtube.com/watch?v=s9dFy6xBOBM</a></p> <p>Web-based Google Earth – currently only works within Chrome: <a href="https://earth.google.com/web">https://earth.google.com/web</a></p> <p>This NOAA USA video clip shows how the sea ice of the Arctic is changing, opening up possibilities of exploiting resources and developing shipping routes in the region: <a href="http://www.youtube.com/watch?v=c6jX9URzZWg">www.youtube.com/watch?v=c6jX9URzZWg</a></p> <p>Video about Russia's flawed geography: <a href="http://www.youtube.com/watch?v=v3C5bsdQWg">www.youtube.com/watch?v=v3C5bsdQWg</a></p>
--	--	--	---

		<a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=8f25234b-acb5-44ec-b126-0cfd0b97250c&amp;lang=en-GB">weigh/zjq9wtv</a> Royal Geographical Society guidance on running a weather station: <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=8f25234b-acb5-44ec-b126-0cfd0b97250c&amp;lang=en-GB">www.rgs.org/CMSPages/GetFile.aspx?nodeguid=8f25234b-acb5-44ec-b126-0cfd0b97250c&amp;lang=en-GB</a>	
<b>Careers</b>	HT 1 <a href="#">Geology careers</a> HT 2 <a href="#">What is a geographer?</a>	HT1 <a href="#">Jobs in the primary and secondary sector</a> HT2 <a href="#">Jobs in the tertiary and quaternary sector</a>	HT1 What is a demographer? <a href="#">What is Demography All About?</a>  HT2 Career with the environment agency <a href="#">How to become a conservation apprentice: Lorna's story - BBC Bitesize</a>
<b>Equality and Diversity</b> Gender Disability Religion Race Sexuality	Diverse representation within text/videos/website links shared. Display shows a variety scientists of different genders and from different ethnicity	Diverse representation within text/videos/website links shared. Display shows a variety scientists of different genders and from different ethnicity	Diverse representation within text/videos/website links shared. Display shows a variety scientists of different genders and from different ethnicity
<b>Local Community Links</b>	What natural resources do we have in our homes and our communities	Local, national and global economy. When we buy something locally how is that item interconnected with the world through natural resource extraction, production, import and export	Looking at a range of rivers and comparing them with our local landscape
<b>British Values</b> Democracy The rule of Law Individual Liberty	<b>Democracy</b> There are opportunities to debate issues where students can share their opinions and listen to the	<b>Democracy</b> There are opportunities to debate issues where students can share their opinions and listen to the	<b>Democracy</b> There are opportunities to debate issues where students can share their opinions and listen to the

<p>Mutual Respect and Tolerance of others <b>SMSC</b> <b>Character Education</b></p>	<p>views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p> <p><b>The rule of law</b> Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.</p> <p><b>Individual liberty</b> We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p><b>Mutual respect and tolerance of others</b> There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto</p>	<p>views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p> <p><b>The rule of law</b> Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.</p> <p><b>Individual liberty</b> We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p><b>Mutual respect and tolerance of others</b> There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto</p>	<p>views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p> <p><b>The rule of law</b> Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.</p> <p><b>Individual liberty</b> We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p><b>Mutual respect and tolerance of others</b> There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto</p>
--	--	--	--

	<p>them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p><b>SMSC</b> pair &amp; group working, working safely in a geography classroom.</p> <p><b>Character Education</b> <b>Integrity</b> : during group discussions and working in groups <b>Resilience</b>: data handling including quantitative and qualitative data <b>Confidence</b>: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>	<p>them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p><b>SMSC</b> pair &amp; group working, working safely in a geography classroom.</p> <p><b>Character Education</b> <b>Integrity</b> : during group discussions and working in groups <b>Resilience</b>: data handling including quantitative and qualitative data <b>Confidence</b>: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>	<p>them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p><b>SMSC</b> pair &amp; group working, working safely in a geography classroom.</p> <p><b>Character Education</b> <b>Integrity</b> : during group discussions and working in groups <b>Resilience</b>: data handling including quantitative and qualitative data <b>Confidence</b>: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>
--	--	--	--