Geography. Year 7 Curriculum Map

Notre Dame Catholic College

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Understanding the world around us. Composite – What makes Liverpool a great place? Component 1 –Introducing maps. Understand and use co-ordinates – latitude and longitude. Component 2 – How to use the compass to describe direction on an OS map. Component 3 - How to use scale to measure distance between places in the UK convert cm to KM. Component 4 – How to use OS map symbols to describe the characteristics of place. Component 5 – How to use contour lines to describe the physical characteristics of places. Component 6 – How to use 4 figure grid references to locate places in Liverpool. Component 7 – How to use 6 figure grid references to locate places in Liverpool. Component 8 – Planning a tour for Liverpool and producing an itinerary using grid reference, distance and scale.	Understanding the world around us. Composite – What makes Liverpool a great place? Component 9 – How to use graphs in geography to identify patterns and trends. Component 10 – How to use statistics in geography to identify patterns and trends. Component 11 – How the geography of Liverpool has changed over time. Component 12 – How to use the Great Place model to evaluate place. Component 13– How to plan, carry out and write up a geographical enquiry.	Understanding the world around us. Composite – What is the weather and climate like around the world? Component 1 – Introduction to the factors that affect climate. Component 2 – Understand distribution and characteristics of different biomes around the world. Component 3 – Understand the features and processes that make up the hydrological cycle. Component 4 – Understand the process that lead to different types of rainfall. Component 5 – Understand how to construct and interpret climate graphs. Component 6 – Understand the causes of extreme weather in the UK. Component 7 – Understand the social, economic and environmental impacts of extreme weather in the UK. Component 8 – Understand the responses to extreme weather in the UK.	Understanding the world around us. Composite – What is the weather and climate like around the world? Component 9 – Understand what makes weather and climate, extreme. Component 10 – Understand the distribution of tropical storms. Component 11 – Understand the characteristics and formation of tropical storms. Component 12 – Understand the causes of extreme weather in Haiti. Component 13 – Understand the social, economic and environmental impacts of extreme weather in Haiti. Component 14 – Understand the responses to extreme weather in Haiti.	Understanding the world around us. Composite – What features make up The UK's landscape? Component 1 – Understand how rock type influences the UK physical landscape. Component 2 – Know the journey a river takes from source to mouth. Component 3 – Understand the fluvial processes that shape river landscapes landscape. Component 4 – Understand the formation of the features that make up river landscapes. Component 5 – Understand the causes, impacts and responses to river flooding. Component 6 -Introduction to coastal landscapes in the UK. Component 7 – Understand the processes that shape coastal environments. Component 8 – Understand the formation of the features that make up coastal landscapes.	Understanding the world around us. Composite – What features make up The UK's landscape? Component 9 – Understand causes and impacts of coastal erosion in the UK. Component 10 – Hard and soft management techniques. Component 11 – Geological timeline – Glacial and Interglacial periods in the UK. Component 12 – Understand how glacial processes have shaped parts of The UK. Component 13 – Know the features that form glacial landscapes in The UK.
Prior knowledge and skills (from previous year / key stage)	At KS2 students should have covered: Continents, Oceans, UK, Human and physical features, latitude and longitude, comparison of two countries, climate zones and biomes, tectonics and the water cycle, map skills and energy. Baseline testing has shown that these topics have not previously been covered in the depth required, therefore in Year 7 we ensure these gaps in knowledge are filled and build upon them.					
Core Knowledge Organiser content	Key vocabulary and definitions. UK and world map. Summary of 4 and 6 figure grid references. Information about Seneca and Mapzone.		Key vocabulary and definition. Water cycle diagram. World biomes map. Tropical storm labelled diagram. Information about Seneca		Key vocabulary and definition. Labelled river feature diagram. Labelled coastal feature diagram. Labelled glacial feature diagram. Information about Seneca	

Assessment Objectives	AO1. Demonstrate knowledge of locations, places, processes, environments and different scales. AO2. Demonstrate graphical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places and environments and processes. AO3. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.		AO1. Demonstrate knowledge of locations, places, processes, environments and different scales. AO2. Demonstrate graphical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places and environments and processes. AO3. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.		AO1. Demonstrate knowledge of locations, places, processes, environments and different scales. AO2. Demonstrate graphical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places and environments and processes. AO3. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	
Vocabulary / Key Subject Terminology	Cartographic, graphical, statistical, longitude, latitude, justify, gradient, contour, human geography, physical geography, conclude, evaluate.		Weather, climate, convectional, relief, frontal, , hurricane, eye wall, eye of the storm, low pressure, high pressure, primary effect, secondary effect, short term response, long term response,		Sedimentary, igneous, metamorphic, uplands and lowlands, relief, glacial, fluvial, erosion, weathering, abrasion, hydraulic action, attrition.	
Assessment 1	Baseline assessment	Write up of geographical enquiry. Description of what makes Liverpool a great place	Mid Unit assessment – Retrieval and current knowledge assessment questions.	Hurricane Matthew evaluation of responses question.	Meanders assessment questions.	Write up of either river or coastal case study.
Assessment 2	Tourist route of Liverpool.	End of unit assessment. Retrieval and current knowledge assessment questions.	Write up of UK extreme weather account.	End of unit assessment. Retrieval and current knowledge assessment questions.	Mid Unit assessment – Retrieval and current knowledge assessment questions.	End of unit assessment. Retrieval and current knowledge assessment questions.
Cross Curricular Links with other Faculties	History – Changes in Liverpool over time. Maths – Graphical and statistical skills. RE – Community.		Science – Hydrological cycle. SMSC – Empathy. Maths – Graphical skills.		Science – Rock cycle.	
Extra-Curricular Offer	KS3: Geography at the movies lunchtime club.					
Time Allocation	3 lessons over 2 weeks.					