

## KEY STAGE 3 – YEAR 7 – GEOGRAPHY CURRICULUM MAP

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
<b><u>1. Geography Geography Everywhere</u></b> <ol style="list-style-type: none"> <li>Different map types</li> <li>Grid references using an OS map</li> <li>Using an OS map effectively – key, symbols, scale, height, direction</li> <li>The UK – climate, location, topography, ethnicity, age and population density</li> </ol>		<b><u>2. What is it like where people live?</u></b> <ol style="list-style-type: none"> <li>Settlement sizes, patterns and function variation</li> <li>Liverpool urbanisation and deindustrialisation</li> <li>Rapid urbanisation in Cairo case study</li> <li>Rio de Janeiro – a tale of two cities</li> <li>Sustainable urban strategies</li> </ol>		<b><u>3. What shapes the land?</u></b> <ol style="list-style-type: none"> <li>The water cycle in Geography</li> <li>Physical processes in a river and on a coastline</li> <li>Landforms in a river and on a coastline</li> <li>UK coastline case study – Old Harry Rocks, Dorset</li> <li>Glaciation processes</li> <li>Glaciation – avalanches</li> <li>Glacier tourism</li> </ol>	
<b><u>6. Fieldwork: What is our local area like?</u></b> <ol style="list-style-type: none"> <li>Overview of local area Geography</li> <li>Quantitative data collection</li> <li>Qualitative data collection</li> <li>Conwy fieldtrip</li> <li>Presenting data (including GIS) and drawing conclusions</li> </ol>					
Assessment		Assessment		Assessment	Assessment
<ul style="list-style-type: none"> <li>Progress task 1 – Grid references – check understanding of this skill.</li> <li>Progress task 2 – Short response questions using figures.</li> </ul> <p><b>End of topic assessment:</b> <b>‘Geography Geography Everywhere?’</b></p>		<ul style="list-style-type: none"> <li>Progress task 1 – Short and extended answer questions using a figure.</li> <li>Progress task 2 – Cairo – rapid urbanisation causes and effects – Students answer short answer questions using case study.</li> </ul> <p><b>End of topic assessment: ‘What is it like where people live?’</b></p>		<ul style="list-style-type: none"> <li>Progress task 1 – Walter the Water Droplet story – Students create a story about Walter’s journey around the water cycle using terminology learnt.</li> <li>Progress task 2 – Transport and deposition – Students demonstrate knowledge by answering GCSE style questions on river and coastal processes</li> <li>Progress task 3 – Old Harry Rocks – Students demonstrate knowledge and use figures (source) to answer coastal questions on the case study.</li> </ul> <p><b>End of topic assessment: ‘What shapes the land?’</b></p> <p><b>End of Year 7 Geography exam</b></p>	
				<ul style="list-style-type: none"> <li>Progress task 1 – Qualitative data collection – Students demonstrate their knowledge from data collected by completing short answer questions.</li> <li>Progress task 2 – Quantitative data collection - Students demonstrate their knowledge from data collected by completing short answer questions.</li> </ul> <p><b>End of topic assessment:</b> <b>‘What is our local area like?’</b></p>	

<p><b>Links to the National Curriculum:</b></p> <p><b>Locational knowledge:</b> Extend their locational knowledge and deepen their spatial awareness of the world's countries; using maps of the world to focus locational knowledge; focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. - ALL</p> <p><b>Physical geography relating to:</b> Geological timescales and plate tectonics;</p> <p><b>Human geography relating to:</b> How human activity relies on the effective functioning of natural systems</p> <p><b>Geographical skills and fieldwork:</b> Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field 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</p>	<p><b>Links to the National Curriculum:</b></p> <p><b>Physical geography relating to:</b> Geological timescales and plate tectonics; Weather and climate, including the change in climate from the Ice Age to the present;</p> <p><b>Human geography relating to:</b> Population and urbanisation; Understand how human and physical processes interact to influence and change landscapes, environments and the climate; How human activity relies on the effective functioning of natural systems</p> <p><b>Geographical skills and fieldwork:</b> Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field 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 Use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>	<p><b>Links to the National Curriculum:</b></p> <p><b>Physical geography relating to:</b> Geological timescales and plate tectonics; Rocks, weathering and soils; Weather and climate, including the change in climate from the Ice Age to the present Glaciation, hydrology and coasts</p> <p><b>Human geography relating to:</b> Understand how human and physical processes interact to influence and change landscapes, environments and the climate;</p> <p><b>Geographical skills and fieldwork:</b> Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field 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</p>	<p><b>Links to the National Curriculum:</b></p> <p><b>Geographical skills and fieldwork:</b> Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field 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 Use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>
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## KEY STAGE 3 – YEAR 7 – SUBJECT – CURRICULUM ASSESSMENT

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
MASTERING	<p><b>Detailed understanding</b> of geographical skills that accurately identifies geographical features on a variety of maps</p> <p><b>Accurate and precise use</b> of 4 &amp; 6 figure grid references, scale, direction, symbols and height.</p> <p><b>Detailed application</b> of these skills to produce an original story that displays the geographical skills learnt.</p>	<p><b>Detailed and confident explanation</b> of different settlements using geographical terminology. <b>Detailed reflection</b>, using case study detail, of the impacts of Cairo (rapid industrialisation) on these settlements.</p> <p><b>Detailed articulation</b> of how sustainability strategies have impacted these cities.</p>		<p><b>Detailed understanding</b> and explanation of how water moves around in a cycle using detailed geographical terminology.</p> <p><b>Detailed explanation</b> of how material is eroded and deposited in a river, a coastline and a glacier using the correct terminology.</p> <p><b>Detailed demonstration</b> of knowledge using case study examples to accurately answer geographical questions.</p>		<p><b>Detailed descriptions</b> of the geographical location of our local area using geographical skills.</p> <p><b>Accurate and reliable</b> collection of primary data using different geographical techniques.</p> <p><b>Detailed presentation</b> of this data using a variety of graphical techniques.</p> <p><b>Detailed and accurate</b> conclusions on the data collected using geographical reasoning.</p>
	<p><b>Clear understanding</b> of geographical skills that accurately identifies geographical features on a variety of maps</p> <p><b>Mostly accurate and precise use</b> of 4 &amp; 6 figure grid references, scale, direction, symbols and height.</p> <p><b>Clear application</b> of these skills to produce an original story that displays the geographical skills learnt.</p>	<p><b>Clear explanation</b> of different settlements using geographical terminology. <b>Clear reflection</b>, using case study detail, of the impacts of Cairo (rapid industrialisation) on these settlements.</p> <p><b>Clear articulation</b> of how sustainability strategies have impacted these cities.</p>		<p><b>Clear understanding</b> of how water moves around in a cycle using geographical terminology.</p> <p><b>Clear explanation</b> of how material is eroded and deposited in a river, a coastline and a glacier using the correct terminology.</p> <p><b>Clear demonstration</b> of knowledge using case study examples to accurately answer geographical questions.</p>		<p><b>Clear descriptions</b> of the geographical location of our local area using geographical skills.</p> <p><b>Accurate</b> collection of some primary data using different geographical techniques.</p> <p><b>Simple presentation</b> of this data using a variety of graphical techniques.</p> <p><b>Clear conclusions</b> on the data collected using geographical reasoning.</p>

DEVELOPING	<p><b>Some understanding</b> of geographical skills that can accurately identify some geographical features on a variety of maps</p> <p><b>Some accurate and precise use</b> of 4 figure grid references, scale, direction, symbols and height.</p> <p><b>Some application</b> of these geographical skills to produce an original story that displays the skills learnt.</p>	<p><b>Description</b> of different settlements using geographical terminology. <b>Some reflection</b>, using case study detail, of the impacts of Cairo (rapid industrialisation) on these settlements.</p> <p><b>Some articulation</b> of how sustainability strategies have impacted these cities.</p>	<p><b>Some understanding</b> of how water moves around in a cycle using some geographical terminology.</p> <p><b>Some explanation</b> of how material is eroded and deposited in a river, a coastline and a glacier using the correct terminology.</p> <p><b>Some demonstration</b> of knowledge using examples to accurately answer geographical questions.</p>	<p><b>Simple descriptions</b> of the geographical location of our local area using geographical skills.</p> <p><b>Simple</b> collection of some primary data using different geographical techniques.</p> <p><b>Basic presentation</b> of this data using a variety of graphical techniques.</p> <p><b>Basic conclusions</b> on the data collected using geographical reasoning.</p>
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