



Bishop Stopford's School

Curriculum Map Year 7

GEOGRAPHY

Curriculum Intent: To inspire every student to engage in lessons and want to explore the curriculum beyond the classroom

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	<ul style="list-style-type: none"> Introducing physical and human geographical concepts Why? Foundations for teaching and learning in Human and Physical Geography. Provide an opportunity to explore KS2 learning and adjust to suit cohort 	<ul style="list-style-type: none"> Map skills and fieldwork Why? Engage students in the wider purpose of geography to investigate and understand by 'hands on' practical tasks 	<ul style="list-style-type: none"> Settlement UK Why? Introduce and develop knowledge of a key concept of human geography that determines where we live and why we live there. Promote understanding of Local, regional and global geography. 	<ul style="list-style-type: none"> Weather and Climate. fieldwork. Why? Introduce and develop knowledge of a key concept of physical geography link to current weather patterns 	<ul style="list-style-type: none"> Fantastic Global Places and local area study Why? Inspire students to investigate amazing global destinations and further develop understand of their local area. NC: LC/PK - Africa, Europe, North America, South America, Asia, Antarctica 	<ul style="list-style-type: none"> Global Issues - Plastic in the oceans. Why? Wider understanding of the theme of natural resources and the impact of human development - Campaign and debate skills
Core Skills	<ul style="list-style-type: none"> Identify and describe Use geographical vocabulary Locate places on maps Cartographic skills Numerical Skills Literacy Skills Inference from images 	<ul style="list-style-type: none"> Locate places on maps Draw and label diagrams Cartographic skills Numerical Skills Literacy Skills 	<ul style="list-style-type: none"> Cartographic skills Numerical Skills Literacy Skills Formulate enquiry and argument Decision making Evaluating 	<ul style="list-style-type: none"> Draw and label diagrams Cartographic skills Numerical Skills Literacy Skills Formulate enquiry and argument Observation and recording of data Use of qualitative and quantitative data to INFER 	<ul style="list-style-type: none"> Locate places on maps Draw and label diagrams Cartographic skills Numerical/statistical Skills Literacy Skills Formulate enquiry and argument Use of qualitative and quantitative data Research skills 	<ul style="list-style-type: none"> Oracy Debating teamwork skills Numerical Skills Literacy Skills Formulate enquiry and argument Use of qualitative and quantitative data
Core Knowledge	<p>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</p>	<p>Learning how to interpret OS 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>Learning how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems. Interpret OS 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>Learning, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate</p>	<p>Learning, through the use of detailed place-based exemplars at a variety of scales, the key Global natural and man-made attractions around the world. Linking to local area and wider local attractions</p>	<p>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information</p>
Assessment & Feedback	<p>T1.1 Assessment of current c/w and h/w using <u>Yellow form</u>. Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u>. Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time</u> (DIRT) every second week</p>	<p>T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future learning. Feedback form to indicate M/S/D based on outcomes rather than specific score only</p>	<p>T2.1 Assessment of current c/w and h/w using <u>Yellow form</u>. Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u>. Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time</u> (DIRT) every second week</p>	<p>T2.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future learning. Feedback form to indicate M/S/D based on outcomes rather than specific score only</p>	<p>T3.1 Assessment of current c/w and h/w using <u>Yellow form</u>. Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u>. Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time</u> (DIRT) every second week</p>	<p>T3.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future learning. Feedback form to indicate M/S/D based on outcomes rather than specific score only</p>
Link to prior learning	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> Doctrinal knowledge - the world's countries, using maps to focus on regions of study 	<ul style="list-style-type: none"> Understanding geographical similarities and differences through the study of human and physical geography of the United Kingdom 	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> Doctrinal knowledge - the world's countries, using maps to focus on regions of study
Outside learning/trips	Field/school site map skills	School site survey and questionnaires	Fieldwork: Local traffic survey	Fieldwork: Cloud identification field based	Fieldwork: Local landuse investigation - currently on-site with view to extend to Lee Valley Regional Park	New experience: Ocean clean-up campaign - practical hands on fieldwork. Investigation into coastal and non-coastal population perceptions of the problem