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| **Year 7 CURRICULUM MAP : Geography** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **13 weeks** | **13 weeks** | **13 weeks** |
| **Assessment Objectives** | **AO1** Knowledge on locations, places, processes, environments and different scales (15%)  **AO2** Demonstrate geographical understanding of: concepts and how they are used in relation to places; environments and processes; the interrelationships between places, environmental and processes (25%)  **A03** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%)  **A04** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%) | | |
| **Description of the Topic and Key Learning Outcomes** | **Hazardous world: Natural hazards**  1. What are natural hazards?  2. How do human and physical characteristics influence natural hazards?  3. Global hazardous locations  4. Why live in a hazardous area?  **KNOWLEDGE AUDIT ASSESSMENT**  **Hazardous world: Japan**  1. Where is Japan and what is life like?  2. The structure of the earth and plate margins  3. What is an earthquake (Tohoku case study)  4. The Fukishima nuclear disaster  5. How can we respond to tsunamis?  6. How does Japan mitigate against risk?  **END OF UNIT ASSESSMENT** | **Unequal world: Development**  1. What is development and how is it measured?  2. The development gap  3. The causes and consequences of uneven development  4. The impact of malaria around the world  **KNOWLEDGE AUDIT ASSSESSMENT**  **Unequal world: Population**  1. The world’s population and its distribution.  2. Problems caused by population growth  3. Where is China like and what is it like to live there?  4. The problems caused by population growth in China  5. China’s ‘One Child Policy’  6. Should we control global population growth?  **END OF UNIT ASSESSMENT** | **Concrete world: Global Megacities**  1. Locating global megacities  2. Causes of urbanisation  3. Why do people move to cities?  4. What problems to megacities have?  5. Where is India and what is it like to live there?  6. Why is India a place of contrast?  7. How could problems of slums be solved  **KNOWLEDGE AUDIT ASSESSMENT**  **Concrete world: UK cities**  1. Locating the UK’s major cities  2. Why is Birmingham important to the UK?  3. What challenges does Birmingham have?  4. Re-generation in Birmingham  5. How does global city life vary?  6. Counter-urbanisation in the UK  **END OF UNIT ASSESSMENT** |
| **Milestone Assessments** | **Natural hazards – Knowledge audit**  **Hazardous world – End of unit assessment** | **Development – Knowledge audit**  **Unequal world – End of unit assessment** | **Urban – Knowledge audit**  **Concrete world – End of unit assessment** |
| **CEIAG** | Careers link to those working in disaster relief and management as well as geologists (volcanologist) who work specifically in plate tectonics. Some wider links to careers with the MET office through aerial photographs and imaging. Links to the tourism industry. | Links here to where geographers obtain information from with a focus on the United Nations. Links to careers within the World Health Organisation through studying Malaria. Wider links looking at how governments in countries try and control population. The field of cartography and its links to geography. | Career links to slum regeneration projects (often NGO’s and charities) working on improving lives in slums. We will explore the local economy to include jobs (sectors) within the UK and specifically Birmingham. Links to town planning and sustainable future planning careers. |
| **RRSA** | Article 14: Freedom of thought, belief and religion  Article 28: Right to education  Article 29: Goals of education  Article 31: Right to leisure, play and culture | Article 28: Right to education  Article 29: Goals of education  Article 30: Children of minorities  Article 31: Right to leisure, play and culture | Article 28: Right to education  Article 29: Goals of education  Article 30: Children of minorities |
| **Wider Curriculum Links** | Science – structure of the earth and plate tectonics.  English – different writing styles  Maths – the use of scale.  Product design – buildings with earthquake proof design.  MFL – introducing new cultures and countries  History – impacts of colonialisation and historical factors on the world today. | Maths – more than/less than, population pyramids, interpreting data, graphical skills.  Science – human use of natural resources and the impact of global diseases.  MFL – introducing new cultures and countries. | Maths – population graphs and interpreting data.  MFL – introducing new cultures and countries.  History – how places change over time. |
| **Literacy Programme** | * WOW words * Links to exam command words (GCSE) * Development of students writing * Academic texts/books e.g. Prisoners of Geography | * Oracy and listening in the classroom * Independent practiced * Reading opportunities | * Article/report writing * Decode it now * PEEL structure * Diary entry |
| **Useful websites** | <https://www.bbc.co.uk/bitesize/subjects/zrw76sg> - BBC bitesize, information and revision tests.  <https://www.educationquizzes.com/ks3/geography/> - Test your knowledge and have a go at revision quizzes!  <https://www.worldometers.info/world-population/> -World o Meters - watch how the world’s population changes!  <https://www.gapminder.org/> - Gapminder – look at how development differs across the world. | | |
| **Wider Reading** | Prisoners of Geography – Tim Marshall | Prisoners of Geography – Tim Marshall | Prisoners of Geography – Tim Marshall |
| **Independent Learning Tasks** | Research what a Volcanologist does. How could Geography lead you to this career? | Research how China’s one child policy has changed China today. Does the policy still exist? What legacy has the policy left on the country? | Research how Birmingham has changed over the past 100 years. Are there any photographs you can find to demonstrate this change? |