

Year 7 CURRICULUM MAP : Geography

	Autumn	Spring	Summer
Unit Length	13 weeks	13 weeks	13 weeks
Assessment Objectives	<p>A01 Knowledge on locations, places, processes, environments and different scales (15%)</p> <p>A02 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%)</p> <p>A03 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%)</p> <p>A04 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%)</p>		
Description of the Topic and Key Learning Outcomes	<p>Introduction to Geography</p> <ul style="list-style-type: none"> What is Geography? What skills do Geographers need? <p>Hazardous world: Natural hazards</p> <ul style="list-style-type: none"> The difference between a natural event, hazard and disaster What hazards are the most destructive How human and physical characteristics influence natural hazards To understand how climate change is impacting on natural hazards Which areas around the world experience the most hazards To know why people might chose to live in a hazardous area <p style="text-align: center;">ASSESSMENT: Mid-unit assessment</p> <p>Hazardous world: Japan</p> <ul style="list-style-type: none"> To know what life is like in Japan To know why Tokyo is an important city for Japan To understand why Japan suffers from earthquakes (plate boundaries and hazards) To understand and evaluate the impacts of tectonic hazards (Mt Ontake volcano, Tohoku earthquake and Fukushimma tsunami) 	<p>Unequal world: Development</p> <ul style="list-style-type: none"> The know what the sustainable development goals are and why they are important To know what global development is and what is looks like To know how development can be measured To understand the difference in development around the world To know what the HDI is and why this is considered a better measure of development To understand the causes and consequences of the development gap To know how malaria can impact on global health <p style="text-align: center;">ASSESSMENT: Mid-unit assessment global development</p> <p>Unequal world: Population</p> <ul style="list-style-type: none"> To know what the world's population is and what the distribution is like To understand how changes in population can cause problems To know what life is like in China To understand what problems were caused by rapid population growth in China 	<p>Concrete world: Global Megacities</p> <ul style="list-style-type: none"> To know what a megacity is and where these are located around the world To understand what urbanisation means and push/pull theory explaining why this is increasing To know the social, economic and environmental challenges of megacities To know where India is located and why it is a country of contrast To understand the challenges and opportunities of Dharavi To evaluate the options of re-development in Dharavi <p style="text-align: center;">ASSESSMENT: Urbanisation and Mumbai</p> <p>Concrete world: UK cities</p> <ul style="list-style-type: none"> To know where the UK's major cities are located. To know why Birmingham is a city of contrast and why it is a major UK city To explain how Birmingham has changed over the years To know how Birmingham is a city of opportunity (commonwealth games) To know what the challenges are in Birmingham

	<ul style="list-style-type: none"> To understand how we could respond to tsunamis To know how Japan mitigates against hazard risk <p>END OF UNIT ASSESSMENT: Natural hazards</p>	<ul style="list-style-type: none"> To understand the features, success and failures of the one child policy. To consider whether global population growth should be controlled and linking this to the sustainable development goals. <p>ASSESSMENT: China OCP Success</p>	<ul style="list-style-type: none"> To explain how Birmingham is managing its environmental issues To understand how HS2 will impact Birmingham <p>END OF YEAR 7 ASSESSMENT</p>
Milestone Assessments	Natural hazards – Mid-unit assessment Hazardous world – End of unit assessment	Development – mid-unit assessment Unequal world – End of unit assessment	Urban – Knowledge audit END OF Y8 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	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. History – impacts of colonialisation and historical factors on the world today.	Maths – population graphs and interpreting data. MFL – introducing new cultures and countries. History – links to Birmingham's history.
Literacy Programme	<ul style="list-style-type: none"> WOW words Development of students writing Academic texts/books e.g. Prisoners of Geography 	<ul style="list-style-type: none"> Oracy and listening in the classroom Independent practice Reading opportunities 	<ul style="list-style-type: none"> Article/report writing Decode it now PEEL structure
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?
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