

St Cuthbert Mayne School Curriculum Map



Department: Geography

Year 7

Department Intent and Overview

Our Geography curriculum will inspire curiosity and fascination about the world and its people.

Key Stage 3 Curriculum Summary

Geography is the study of the Earth's people, places, landscapes and environments. It mixes the arts and the sciences, and bridges the learning gap between many other subjects.

The aim of our KS3 curriculum is to equip our students with knowledge about diverse places, people, resources, human and physical environments, and a deep understanding of the Earth's key human and physical processes. Our KS3 curriculum is designed to be exciting, creative and dynamic, meeting the needs of all our students so they acquire skills for future learning & employment in an ever-changing world.

Students have the opportunity to engage with a wide variety of learning resources and styles. For example, students develop their problem solving and researching skills by using ICT, fieldwork and diagrams, internet, maps, videos, newspaper articles, photographs and books. The following units are covered:

Year 7

- **Being a Geographer in Our Local World** - in this unit we will learn about being a Geographer and asking Geographical questions. We will be understanding how to use geographical information, in particular maps to help us to locate and describe places in the UK.
- **Our Populated World** - In this unit we will learn about world population distribution and reasons for change. We will also be considering the causes and consequences of migration. The growth of urban areas around the world with their different challenges and opportunities will be explored
- **Our Fluvial World** - In this unit we will be learning about rivers and how water flows in them. We will also be considering how weathering, erosion and transportation create river landforms, and how to identify these on OS Maps. The importance of river flooding, causes and impacts on communities and an evaluation of strategies will also be examined.
- **Our Living World** - In this unit we will be learning about global ecosystems and their distributions. We will be considering how different biomes have adapted and learning about the importance of bamboo and coral reefs, the reasons for them being under threat and how we can manage these ecosystems.
- **Our Fantastic World** - In this unit we will be looking at different Fantastic Places around the world and understanding their main geographical features. We will be considering both human and physical geographical processes of these places. Be prepared to be amazed!

Autumn Term - Being a Geographer in our Local World								
Topic/Unit	Me and My World	Our Island Home	The UK in Europe	Our Local Environment	OS Maps and the UK	Physical Landscapes of the UK	People of the UK	Employment in the UK
Knowledge (Content covered)	Introduction to the study of Geography. Understanding of	To know the countries that make up the British Isles,	An understanding of the countries and	To be able to describe and understand the local	An understanding of OS maps and what they	An understanding of how to describe a	An understanding of the UK's diverse	An understanding of how the employment in

	physical, human, environmental Geography	the nations of the UK and the attractions of the British Isles	capitals of Europe and the links between the UK and the rest of Europe	environment. Mapping of the local area and a consideration or how it can be improved	show.	landscape, and the variety of landscapes in the UK	population and how it is celebrated. How has the UK's population changed over time?	the UK has changed and the decline of the manufacturing industry and the increase of tourism.
Skills	Discussion Interpretation and understanding of media clips Categorisation of images	To use and interpret political maps. To label and annotate maps. Understand numerical data and to complete bar charts	Using and interpreting political maps. Understanding statistics and completing pictograms	Using and interpreting ground photos. Mental maps and sketch maps. Descriptive writing. Collecting and interpreting fieldwork data	Using and interpreting OS maps. Using and interpreting aerial photos. Labelling and annotating maps	Using and interpreting ground, aerial and satellite photos. Describing landscapes and land use from photos. Using and interpreting atlas maps	Using and interpreting line charts. Making predictions and identifying trends in numerical data. Using, interpreting and comparing choropleth maps	Using and interpreting ground photos. Completing and annotating divided bar charts. Understanding and using numerical data including percentage change.
Assessment	Baseline Assessment Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes Formal end of unit assessment
Gatsby 4 (Linking curriculum learning to careers)	Cartographer GIS Specialist Armed Forces Land Surveyor Transport Planner							

GATSBY
BENCHMARK 4

Spring Term 1 – Our Populated World

Topic/Unit	Global Population Distribution	How do Populations Change over Time?	Why do People Migrate?	The Growth of Megacities	Consequences of Urban Growth	Challenges and Opportunities of Urban Growth in the UK
Knowledge (Content covered)	Where does everyone live and why in those places?	Understanding the Demographic Transition Model and population structures	What is meant by migration and what are the causes and consequences of rural-to-urban migration?	What is a megacity? Where are megacities located? What is it like living in a megacity? Focus on Jakarta	What and where are squatter settlements found? What is it like to live in one? Focus on Dharavi in India.	Focus on Leicester and learning about its growth, characteristics and diversity
Skills	Atlas work Interpretation of graphs Understanding patterns on a map	Interpretation of population graphs Population statistics analysis	Graph interpretation Categorisation of push/pull into social, economic, environmental Decision-making task - extended writing	Atlas work - distribution of megacities and patterns Graph work - growth of megacities Development of an argument - opportunities/challenges Statement sorting	Map work - location of Dharavi Interpretation of visual media Categorisation of statements	Map work - location of Leicester. Graph interpretation. Interpretation of visual media Categorisation of statements
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes
Gatsby 4	Demographer Land					

(Linking curriculum learning to careers) GATSBY BENCHMARK 4	surveyor Town Planner GIS Specialist Emergency Planner International Aid Worker Environmental Manager Human Rights Officer Voluntary Services Overseas					
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Spring Term 2 – Our Fluvial World						
Topic/Unit	How does water get into rivers?	How do rivers change from source to mouth - long and cross profiles	How do rivers work?	How do rivers shape the land?	Why are rivers important to people?	How can rivers be managed?
Knowledge (Content covered)	How does water move around the water cycle?	What are the long profile and cross profile of a river? How does the long profile and cross profiles change along a river's journey	To understand the main fluvial processes of erosion, transportation and deposition	What landforms are created by the main processes?	To know examples of major cities located along major rivers and to understand the different ways that humans use and misuse rivers	What are the different ways that rivers can be managed, and the difference between hard engineering and soft engineering
Skills	Explanation of key processes. Statement sorting. Descriptive writing. Interpretation of	Labelling diagrams. Interpretation of visual media. Long profile graph - plotting and	Labelling diagrams. Interpreting visual media. Extended writing/explanation of processes	Labelling diagrams. Information gathering - carousel activity. Statement sorting. Interpretation of	Map skills - 4/6 figure GR. Atlas work - major cities and rivers. Information gathering.	Interpretation of visual media and images. Information gathering. Statement sorting.

	water cycle system diagram	interpretation task		diagrams. Annotation of diagrams	Interpretation of diagrams. Drawing and annotating diagrams. Interpretation of visual media	Categorisation into social, economic, environmental
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Environmental Manager Geologist Hydrologist Sustainability Consultant Climate Change Analyst Coastal Engineer Flood Prevention Officer					

Summer Term 1 – Our Living World

Topic/Unit	The Importance of Bamboo	Where does my breakfast come from?	Who is eating who?	Global Ecosystems	The Mediterranean Biome	Importance of coral reefs
Knowledge (Content covered)	The distribution and properties of bamboo, the uses of bamboo. Why is bamboo a sustainable plant?	The sources of breakfast foods and an understanding of what is meant by locally sourced food. Consideration of food	A small scale ecosystem and the linkages involved. Characteristics of a deciduous woodland	Distribution of biomes and understanding of processes involved in their distribution. Links to physical	Location and distribution of Mediterranean climate. Understanding of the climate features and	The characteristics and formation of coral reefs. The distribution and global importance. Understanding the

		miles		characteristics	how plants/animals have adapted to the conditions	threats to coral reefs and possible solutions.
Skills	Map/Atlas skills, Interpretation of visual media, decision making skills, numeracy task - costing	Atlas/Map skills, recognising distributions, statement sorting, interpretation of visual images. Understanding and analysing numerical data	Flow diagram drawing. Interpretation of visual media. Annotation of diagrams. Sorting of characteristics. Interpretation of flow diagrams	Atlas work. Analysis of images. Annotation of maps and diagrams. Identifying and recognising patterns	Atlas activity. Climate graph. Adaptations match up. Diagram interpretation. Complete pie charts and understand	Atlas/Map skills. Recognising distributions. Statement sorting. Interpretation of visual images
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes. Numeracy tasks	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes. Extended writing task	Teacher/Peer Assessment. Acrostic poem task. Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes. Short answer questions and extended writing. Acrostic poem	Teacher/Peer Assessment Low stakes testing - various quizzes. Extended writing, persuasive argument task
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Environmental consultant Environmental engineer GIS Consultant Environmental researcher Conservation officer Environmental lawyer Biologist SSSI Warden Oceanographer					

Summer Term 2 – Our Fantastic World

Topic/Unit	Our Amazing Planet Earth	The Mystery of Rapa Nui	The Coldest Place on Earth?	The Totem Pole	8848 - On Top of the World!	Where dinosaurs walked!
Knowledge (Content covered)	Characteristics of Planet Earth, understanding of the axis and equator.	Location and understanding of population decline. Links to Planet Earth today and sustainability	Location and geographical features of Antarctica. Formation of glaciers and the future of the continent.	Location and physical processes involved in the formation of a sea stack	Location and geographical processes involved in the formation of fold mountains. The future of Mount Everest - impacts of human activity	Location and geographical processes involved. Rock formation and understanding importance of fossils.
Skills	Image analysis. Atlas work. Understanding patterns and annotation of diagrams	Atlas work. Statement sorting - categorisation of factors. Developing an argument. Extended writing and short answer questions.	Atlas work. Map annotation.. Understanding of patterns. Development of argument regarding the future of Antarctica.	Atlas work. Map work and annotation of locations. Statement sorting and diagram labelling. Extended writing understanding formation of sea stack.	Atlas and map work. Statement sorting task considering the formation of mountains. Short answer questions and extended writing. Annotation of diagrams and interpretation of photos.	Atlas work, annotating maps. Identification of physical features using photographs and images to identify rocks. Extended writing, formulation of arguments.
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes. Numeracy tasks	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes. Extended writing task	Teacher/Peer Assessment. Acrostic poem task. Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes. Short answer questions and extended writing. Acrostic poem	Teacher/Peer Assessment Low stakes testing - various quizzes. Extended writing, persuasive argument task
Gatsby 4 (Linking	Environmental consultant British					



curriculum learning to careers) GATSBY BENCHMARK 4	Antarctic survey Coastal engineer Geologist Explorer Archaeologist Palaeontologist Geomorphologist					
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