

# Curriculum Knowledge Map 2024-25



Year 7		AUTUMN	
Topics	How are we using Earth's natural resources?	What is an economy?	
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>the different elements that make up our planet and how they interact,</li> <li>how rocks and soils form and their importance to life,</li> <li>what a biome is and how the rainforest biome works,</li> <li>how people use the earth's natural resources such as water, oil and energy supplies,</li> <li>the difference between renewable and non-renewable resources.</li> </ul>	<ul style="list-style-type: none"> <li>economic activities and what they are like at different scales, from local to global,</li> <li>the ways in which jobs can be arranged into groups or sectors,</li> <li>the range of jobs people do and how jobs have changed over time,</li> <li>what trade is and how it has become global,</li> <li>how the UK economy has developed and how our links with the world have grown.</li> </ul>	
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>Compare an OS map with an aerial photo to analyse the location of an oil refinery.</li> <li>Communicate views about the need to use natural resources sustainably.</li> <li>Use new geographical terminology</li> </ul>	<ul style="list-style-type: none"> <li>Use statistical data to draw a graph to show how the UK economy has evolved.</li> <li>Decision making – locate a factory and justify choices.</li> <li>Compare an OS map with an aerial photo to identify location factors for a car plant and a port.</li> <li>Use new geographical terminology.</li> </ul>	
<b>Disciplinary Literacy</b> <i>(Tier 3 Vocab)</i>	Biological weathering; Biome; Chemical weathering; Clay; Crude oil; Fossil fuel; Freeze-thaw weathering; Geologists; Impermeable; Industrial revolution; Natural resources; Non-renewable; Porous; Raw materials; Renewable; Sustainability; Water scarcity; Weathering.	Arable; Balance of trade; Disposable income; Economy; Employment sectors; Employment structure; Exports; Globalisation; Imports; Labour intensive; Loss; Manufacturing; Market Garden; Market; Mixed [farms]; Multinational; Native; Pastoral; Profit; Service; Trade; Transnational	
<b>Assessment</b>	<p><b>In lesson</b> – students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a <b>review lesson</b>, where their understanding of the topic is tested.</p> <p><b>SPW</b> - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.</p>	<p><b>In lesson</b> – students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a <b>review lesson</b>, where their understanding of the topic is tested.</p> <p><b>SPW</b> - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.</p>	



# Curriculum Knowledge Map 2024-25



Year 7	SPRING	
Topics	What is an economy?	Is the geography of Russia a curse or a benefit?
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>economic activities and what they are like at different scales, from local to global,</li> <li>the ways in which jobs can be arranged into groups or sectors,</li> <li>the range of jobs people do and how jobs have changed over time,</li> <li>what trade is and how it has become global, how the UK economy has developed and how our links with the world have grown.</li> </ul>	<ul style="list-style-type: none"> <li>where Russia is located,</li> <li>what Russia is like,</li> <li>the physical landscape climate and natural environment of Russia,</li> <li>how Russia's physical geography has influenced its human geography,</li> <li>how important Russia is to the world.</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>Use statistical data to draw a graph to show how the UK economy has evolved.</li> <li>Decision making – locate a factory and justify choices.</li> <li>Compare an OS map with an aerial photo to identify location factors for a car plant and a port.</li> <li>Use new geographical terminology</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and draw climate graphs for Russia.</li> <li>Interpret climate maps for Russia.</li> <li>Use atlas maps and photos to investigate Russia.</li> <li>Use GIS/GoogleEarth to investigate Russia.</li> <li>Interpret and analyse a range of geographical data including different viewpoints about an issue.</li> <li>Use enquiry questions to describe places in Russia.</li> <li>Describe the physical landscape of Russia.</li> <li>Explain the differences between the climate of Russia and the UK</li> <li>Describe and explain the population distribution of Russia</li> </ul>
<b>Disciplinary Literacy</b> <i>(Tier 3 Vocab)</i>	Arable; Balance of trade; Disposable income; Economy; Employment sectors; Employment structure; Exports; Globalisation; Imports; Labour intensive; Loss; Manufacturing; Market Garden; Market; Mixed [farms]; Multinational; Native; Pastoral; Profit; Service; Trade; Transnational	Arctic; Arctic Circle; Choropleth; Continental climate; Demographics; Densely populated; Exclusive economic zone (EEZ); Geographical information system (GIS); Greenpeace; Indigenous; Permafrost; Plain; Population density; Sea ice; Sparsely populated; Taiga; Tundra
<b>Assessment</b>	<p><b>Progress Test</b> – as the come to the end of ‘What is an economy?’ they will complete a Progress test on both ‘Is the Earth running out of natural resources?’ and ‘What is an economy?’. This Progress Test will test their <b>geographical knowledge</b> of these topics by asking them to recall key facts and information. It will test their <b>geographical literacy</b> by asking them to correctly identify key word definitions. It will test their <b>geographical skills</b>, developed over the last two topics. And it will their <b>geographical understanding</b> by asking them to complete an extended writing task.</p>	<p><b>In lesson</b> – students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a <b>review lesson</b>, where their understanding of the topic is tested.</p> <p><b>SPW</b> - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.</p> <p><b>Progress Test</b> – as the come to the end of ‘Is the geography of Russia a curse or a benefit?’ they will complete a Progress test on both ‘What is weather and climate’ and ‘Is the geography of Russia a curse or a benefit?’. This Progress Test will test their <b>geographical knowledge</b> of these topics by asking them to recall key facts and information. It will test their <b>geographical literacy</b> by asking them to correctly identify key word definitions. It will test their <b>geographical skills</b>, developed over the last two</p>



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# Curriculum Knowledge Map 2024-25

Year 7	SUMMER	
Topics	What is weather?	Microclimate fieldwork
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>the concepts of weather and climate,</li> <li>the elements that make up the weather and climate,</li> <li>how the weather is measured,</li> <li>how to read weather maps using the synoptic code,</li> <li>how to distinguish between weather and climate.</li> </ul>	<ul style="list-style-type: none"> <li>how and why we collect to collect fieldwork data as a geographer.</li> <li>the different ways to present fieldwork data.</li> <li>how to analyse fieldwork data and draw conclusions from them</li> </ul> To evaluate a fieldwork study and suggest improvements
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>Use the synoptic code, weather charts and satellites to analyse weather patterns.</li> <li>Interpret and draw climate graphs for the UK.</li> <li>Interpret climate maps for the UK and the world.</li> <li>Describe and explain weather patterns and the climate of the UK.</li> <li>Use new geographical terminology – weather and climate.</li> </ul>	<ul style="list-style-type: none"> <li>Collect wind speed, wind direction, temperature and cloud cover data in the field,</li> <li>Select an ‘appropriate’ data presentation technique to display wind speed, wind direction, temperature and cloud cover data,</li> <li>Analyse this data identifying patterns and trends in the data and anomalies</li> <li>Draw conclusions based on this analysis</li> </ul>
<b>Disciplinary Literacy</b> <i>(Tier 3 Vocab)</i>	Air pressure; Anticyclones; Climate graph; Cold front; Condensation; Dew; Dew point temperature; Drought; Fog; Frost; Humidity; Isobars; Isotherms; Meteorology; Occluded front; Precipitation; Sunshine; Temperature; Warm front; Warm sector; Weather stations; Wind	Qualitative; Quantitative; Methodology; Analysis; Clinometer; Anemometer; Evaluation;
<b>Assessment</b>	<p><b>In lesson</b> – students will have regular fact tests, recap quizzes, comprehension tasks and extended writing tasks in lesson that will be peer and self-assessed. At the end of the topic, students will complete a <b>review lesson</b>, where their understanding of the topic is tested.</p> <p><b>SPW</b> - Students will be given one significant piece of extended writing relating to the topic being studied which will be teacher assessed and with detailed feedback given.</p>	n/a

