

Curriculum Knowledge Map 2023-24



Year 7		AUTUMN	
Topics	Is the Earth running out of natural resources?	What is an economy?	
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> the different elements that make up our planet and how they interact, how rocks and soils form and their importance to life, what a biome is and how the rainforest biome works, how people use the earth's natural resources such as water, oil and energy supplies, the difference between renewable and non-renewable resources. 	<ul style="list-style-type: none"> economic activities and what they are like at different scales, from local to global, the ways in which jobs can be arranged into groups or sectors, the range of jobs people do and how jobs have changed over time, what trade is and how it has become global, how the UK economy has developed and how our links with the world have grown. 	
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Compare an OS map with an aerial photo to analyse the location of an oil refinery. Communicate views about the need to use natural resources sustainably. Use new geographical terminology 	<ul style="list-style-type: none"> Use statistical data to draw a graph to show how the UK economy has evolved. Decision making – locate a factory and justify choices. Compare an OS map with an aerial photo to identify location factors for a car plant and a port. Use new geographical terminology. 	
Disciplinary Literacy <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	
Assessment	<p>In lesson – 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 review lesson, where their understanding of the topic is tested.</p> <p>SPW - 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>In lesson – 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 review lesson, where their understanding of the topic is tested.</p> <p>SPW - 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 2023-24



Year 7	SPRING	
Topics	What is an economy?	What is weather and climate?
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> economic activities and what they are like at different scales, from local to global, the ways in which jobs can be arranged into groups or sectors, the range of jobs people do and how jobs have changed over time, what trade is and how it has become global, how the UK economy has developed and how our links with the world have grown. 	<ul style="list-style-type: none"> the concepts of weather and climate, the elements that make up the weather and climate, how the weather is measured, how to read weather maps using the synoptic code, how to distinguish between weather and climate.
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Use statistical data to draw a graph to show how the UK economy has evolved. Decision making – locate a factory and justify choices. Compare an OS map with an aerial photo to identify location factors for a car plant and a port. Use new geographical terminology 	<ul style="list-style-type: none"> Use the synoptic code, weather charts and satellites to analyse weather patterns. Interpret and draw climate graphs for the UK. Interpret climate maps for the UK and the world. Describe and explain weather patterns and the climate of the UK. Use new geographical terminology – weather and climate.
Disciplinary Literacy <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	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
Assessment	<p>Progress Test – as they 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 geographical knowledge of these topics by asking them to recall key facts and information. It will test their geographical literacy by asking them to correctly identify key word definitions. It will test their geographical skills, developed over the last two topics. And it will test their geographical understanding by asking them to complete an extended writing task.</p>	<p>In lesson – 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 review lesson, where their understanding of the topic is tested.</p> <p>SPW - 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>



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Year 7	SUMMER	
Topics	Is the geography of Russia a curse or a benefit?	Weather and climate fieldwork
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> • where Russia is located, • what Russia is like, • the physical landscape climate and natural environment of Russia, • how Russia's physical geography has influenced its human geography, • how important Russia is to the world. 	<ul style="list-style-type: none"> • how and why we collect to collect fieldwork data as a geographer. • the different ways to present fieldwork data. • how to analyse fieldwork data and draw conclusions from them To evaluate a fieldwork study and suggest improvements
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> • Interpret and draw climate graphs for Russia. • Interpret climate maps for Russia. • Use atlas maps and photos to investigate Russia. • Use GIS/GoogleEarth to investigate Russia. • Interpret and analyse a range of geographical data including different viewpoints about an issue. • Use enquiry questions to describe places in Russia. • Describe the physical landscape of Russia. • Explain the differences between the climate of Russia and the UK • Describe and explain the population distribution of Russia 	<ul style="list-style-type: none"> •
<p>Disciplinary Literacy <i>(Tier 3 Vocab)</i></p>	<p>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</p>	
<p>Assessment</p>	<p>In lesson – 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 review lesson, where their understanding of the topic is tested.</p> <p>SPW - 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>Progress Test – 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 geographical knowledge of these topics by asking them to recall key facts and information. It will test their geographical literacy by asking them to correctly identify key word definitions. It will test their geographical skills, developed over the last two topics. And it will their geographical understanding by asking them to complete an extended writing task.</p>	

