

## Geography Year 7 Curriculum Map

Term	I am learning	By the end of this topic, I will be able to
<b>Autumn</b>	<p><b>Topic: How to be a brilliant Geographer!</b></p> <ul style="list-style-type: none"> <li>• What is Geography?</li> <li>• How to enquire and question like a geographer.</li> <li>• How to effectively use maps.</li> <li>• How to use direction and grid references.</li> <li>• Understanding contours from paper to real life.</li> <li>• How do Geographers use maths?</li> <li>• Global patterns and distribution.</li> <li>• Local issue.</li> <li>• National issue.</li> <li>• Global issue.</li> </ul> <p>**Geography skills and jobs?</p>	<ul style="list-style-type: none"> <li>• Understand what Geography is and the difference between human and physical Geography. Starting to introduce the interactions between.</li> <li>• Know the 6 strand of an enquiry. To show a good understanding of developing an idea for fieldwork and planning what would be involved.</li> <li>• Use a wide variety of maps- OS, Aerial, satellite, street. Interpret what the maps are showing. Understand what each map can show and the limitations of each.</li> <li>• Effectively use 4 and 6 figure grid references on a variety of base maps. Use direction to locate features on a variety of maps.</li> <li>• Develop my understanding of the real world through the use of contours. Explain how contours relate to the real physical landscape.</li> <li>• Assess the usefulness of maths to show patterns in Geography. Use data sets to enquire and deepen my understanding of Geography.</li> <li>• Develop my global knowledge of places through describing their distribution and furthering my understanding of global Geography patterns e.g. climate belts, biomes, mountains etc</li> <li>• Evaluate and assess geographical issues. Weigh up the pros and cons, consider the views of stakeholders and my own view in making a decision and using critical thinking skills.</li> </ul>

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	<p><b>Topic: Investigating Earth</b></p> <ul style="list-style-type: none"><li>• Earth's Geological timescale.</li><li>• Different types of rock and the rock cycle.</li><li>• Permeable and impermeable rock and its link to flooding and infiltration rates.</li><li>• Types of weathering and the factors that affect the rate of weathering.</li><li>• Rock type of the UK. How has the rock type created different physical landscapes in the UK.?</li><li>• Soil and its connection to weathering. How biodiverse is soil? The value of soil.</li></ul>	<ul style="list-style-type: none"><li>• Understand how the history of the Earth's formation and development led to crust/rock formation. Understand how Earth's development links to continental crust movement. Understand how history has shaped the physical landscape today. Understand the link between rock formation and physical processes such as weathering.</li><li>• Know the different types of rock and their characteristics. Understand how these characteristics affect weathering rates. Understand the processes involved in the rock cycle.</li><li>• Show and understanding of how different types of rock can increase or decrease the risk of flooding.</li><li>• Develop an increasing vocabulary of key terms linked to physical processes.</li><li>• Complete an enquiry into infiltration rates. Plan and carry out the 6 strands of enquiry. Collecting data from the school grounds using recording equipment. Presenting and analysing that data.</li><li>• Develop scientific lab skills by carrying out a weathering experiment. Use lab equipment to test and record how easily different types of rock weather. Show an understanding of why rocks are affected more or less by physical and chemical weathering.</li><li>• Describe how different locations in the UK look. How do physical landscapes across the UK compare? Understand how the rock type has lead to different physical landscapes in the UK.</li><li>• Types of rock, how rock forms. Investigating soil and completing a mini investigation into the look, feel and touch of soil. What is biodiversity and why does soil have high levels of biodiversity. How is soil important to humans, ranking reasons and justifying choices.</li></ul>
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<b>Spring</b>	<b>Topic: World Development</b> <ul style="list-style-type: none"><li>• What is development, how does development look across the world?</li><li>• Measuring development.</li><li>• Global distribution of LICs / HICs.</li><li>• UK development and links to the Industrial Revolution</li><li>• Inequality in the UK.</li><li>• Causes and consequences of poverty.</li><li>• To understand how girls can be at the heart of development.</li><li>• To understand different strategies to reduce world poverty.</li></ul>	<ul style="list-style-type: none"><li>• Develop an understanding of how different global locations look based on their development.</li><li>• GNI, HDI the value and limitations of both. Global pattern of poverty and wealth based on HDI.</li><li>• Using data to assess wealth level. Rank, mean, median. Looking for patterns.</li><li>• Life in Britain before the Industrial Revolution. Understand how a change in industrial development led to a change in our level of development. Evaluate how technology, even simple technology can lead to development.</li><li>• Know the meaning of inequality. Use data as evidence in suggesting whether there is inequality in the UK. Use life expectancy and income data to judge. Produce a bar graph showing life expectancy in Liverpool, then compare wards of Liverpool further developing their ability to describe trends, use evidence and pick out anomalies.</li><li>• Explain the causes of poverty and suggest why people / countries are still living in poverty today. Make connections to past historical events. Use critical thinking skills to judge which causes of poverty are truly difficult to overcome.</li><li>• Develop an understanding of why women working can lead to development within a region or country. Explain how gender equal countries across Europe are.</li><li>• Explain Aid and assess the usefulness of aid in different situations. Develop an understanding of the development goals and how effective these are.</li></ul>
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	<p><b>Topic: The World of Work</b></p> <ul style="list-style-type: none"> <li>• To understand what types of employment there are and how working benefits the individual and country through tax and National insurance.</li> <li>• Develop knowledge on how jobs have changed since pre-industrial times.</li> <li>• Create a deeper understanding of why jobs have changed.</li> <li>• To develop a greater understanding of how employment in Liverpool has changed and what opportunities are here in Liverpool for our young people.</li> <li>• To know the skills and jobs that Geography can provide you for the world of work.</li> <li>• Collect and present findings on the environmental quality of Holy Family.</li> <li>• To understand how technological advances will change the future of your job.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the 4 types of jobs and understand how employment sectors differ. Explain how paying NI and tax benefits themselves and the country.</li> <li>• Describe the physical changes in the types of jobs we did through a photo analysis. Use data to describe specific trend changes in jobs pre-industrial, industrial and post-industrial economy.</li> <li>• To understand how globalisation, government and technology has had an impact on jobs and economies.</li> <li>• Show a good understanding of a historical timeline of Liverpool's history and how this links to its industrial development and decline. To know how global issues such as containerisation impacted Liverpool.</li> <li>• Complete a school survey on sustainability as an environmental officer.</li> <li>• Write a factual but persuasive letter to the head teacher informing them of environmental issues around school and suggesting solutions. This way critically evaluating a situation.</li> <li>• To evaluate to pros and cons of Artificial intelligence. To know the meaning of a Gig economy and why this has developed rapidly. Be able to explain the benefits of specific 'green jobs'</li> </ul>
	<p><b>Topic: Rivers</b></p> <ul style="list-style-type: none"> <li>• To know why rivers are important and how they have been used from early settlement times to the present day.</li> <li>• To understand the patterns of rivers and the drainage basin system.</li> <li>• To know what the water cycle is and how water is returned to the river / sea through infiltration.</li> <li>• To understand the physical processes of erosion by water and how this can change the landscape.</li> <li>• To understand how and why rivers flood</li> </ul>	<ul style="list-style-type: none"> <li>• Develop awareness of the importance of rivers as sources of water originally to the movement of goods for trade to our current use as both economic and environmental space for recreation.</li> <li>• To know the features of a river and develop a good understanding of key vocab. Understand how rivers change from source to mouth.</li> <li>• To know how the water cycle works and how it links to river flooding through lack of infiltration.</li> <li>• Develop an understand of one major global river system and how erosion has shaped the physical landscape seen today- Colorado, Mississippi, Yangtze.to understand the physical and human causes of river flooding. Assess the impact it can have on people's lives. Be able to evaluate strategies to reduce river flooding and reduce the level of impact.</li> </ul>

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<b>Summer</b>	<b>Topic: Africa</b> <ul style="list-style-type: none"><li>• To identify the physical and human features of Africa.</li><li>• To know about the history of Africa and understand how this history still affects the continent today.</li><li>• To understand the level of development across Africa.</li><li>• To know the African biomes and hoe biomes link to climate with a region or latitude belt.</li><li>• To understand how plants and animals have adapted to the desert environment.</li><li>• To understand the living conditions within the Sahel.</li><li>• To understand the population density, distribution and structure in Africa.</li></ul>	<ul style="list-style-type: none"><li>• be able to analyse a variety of maps on both human and physical geography of Africa. Widen knowledge of global locations.</li><li>• Be aware of the slave trade and how this impacted the continent of Africa then and now. To know how the borders of African countries were decided and develop an appreciation of how this could lead to conflict that still inflicts many people today.</li><li>• Effectively use data values GNI, HDI and ecological footprint to compare the level of development across Africa.</li><li>• To know the biomes of Africa. Be able to explain why the rainforest and the desert are located at their degree latitude within Africa.</li><li>• be able to explain the desert environment and how animals and plants have adapted to the conditions.</li><li>• To understand how people have adapted to living in the desert and to critically assess strategies being used to improve life in dry arid regions for the population.</li><li>• Describe the population distribution of the whole continent using T.E.A. Explain the pattern shown. Investigate the population structure of Nigeria and be able to predict how it might change due to development in the country.</li></ul>
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## Geography Year 7 Curriculum Map

### **Topic: Weather & Climate**

- To understand what is behind the weather, what physical processes create weather.
  - Know how the weather is measured and how to use the data to interpret the weather.
  - Start to develop knowledge and understanding of the global atmospheric circulation.
  - To understand different types of rainfall.
  - To understand the UK's weather.
  - Understand how depressions form and the weather it brings the British Isles.
  - Understand how tornadoes form.
- Develop an understand of how heat from the sun creates our weather. Be aware of how and why the warmth at the equator moves towards the poles and this creates our weather.
  - Use the enquiry process to investigate weather on a given day at Holy Family. Collect data, present data, conclude from your findings. Make a link between weather at Holy Family and the best location for a wind turbine or which building should have solar panels.
  - Begin to be introduced to low and high pressure and what weather happens in these locations.
  - Make the link between different locations and why they get different rain. Such as equatorial regions get convectional rainfall.
  - Know why the UK has such changeable weather. Be able to describe how different air masses bring different types of weather. Assess what type of climate the UK has and compare to the climate of other global regions.
  - Describe how a depression develops and how heavy rainfall can occur in Britain a specific times of year.
  - Understand the atmospheric conditions needed for tornadoes to form. Know the difference between tornadoes and Hurricanes. Map where in the UK has experienced a tornado in the last 10 years. Describe patterns / trends.