**LSA Geography - Curriculum Map 2021-2022 Year 7**

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| Y7 | Half  term 1 | Half  term 2 | Half  term 3 | Half  term 4 | Half term 5-term 6 | |
| Topics | **What is a Geographer?** | **How has the human geography of the UK changed in the last 100 years?** | **What is weather and climate?** | **Why are rivers important?** | **What happens when the land meets the sea?** | **Is the geography of Russia a curse or a benefit?** |
| Key terms | Geographer, physical world, human world, environmental world, Cartography, continents, oceans, latitude, longitude, scale, Ordnance Survey, grid references, eastings, northings, contour lines, slopes, direction, rural, urban, fieldwork | Geography, physical, upland, lowland, relief, British Isles, United Kingdom, country, nation, human, landscapes, culture, diversity, Population density, dense, sparse, rural, urban, urbanisation land use, CBD, inner city, suburbs, rural-urban fringe, economic activity, primary, secondary, tertiary, quaternary, economy, tourism, seasonal, business park, science park, census, population, migration. | air pressure; anticyclones; climate, climate change, climate graph; clouds; cold front; condensation; convectional rainfall; depression; dew; dew point temperature; drought; frontal rainfall; frost; humidity; isobars; isotherms; occluded front; precipitation; relief rainfall; sunshine; temperature; warm front; warm sector; weather; wind. | Intercepted; stored; infiltrating; run off; surface run-off; throughflow; groundwater flow; watershed; hydrologists; abrasion; attrition; hydraulic action; corrosion; transported; deposition; long profile; cross-profile; v-shaped valley; interlocking spurs; waterfall; plunge pool; gorge; meander; river cliff; slip-off slope; lateral erosion; flood plain; ox-bow lake; models; Bradshaw model. | coastlines; coastal engineers; hard and soft engineering; erosion; corrosion (solution); hydraulic action; longshore drift; wave cut platforms; cliffs; headland; bay; beach; spit; bars; caves; arches; stacks; stumps; sediment; material; pebbles; groynes; sea walls; revetments; rip-rap/rock armour; beach replenishment; sustainability; sustainable development; social; economic; environmental | Geography, physical, climate, biomes, Russia, country, nation, human, rural, urban, population, land use, economic activity,  Arctic; Arctic Circle; choropleth; continental climate; demographics; densely populated, exclusive economic zone (EEZ); Greenpeace; indigenous; permafrost; plain; population density; sea ice; sparsely populated; taiga; tundra. |
| Key Ideas | **What is a Geographer?**  Students will learn about:  Being a geographer.  Asking geographical questions.  Key aspects of studying people and places.  How to use geographical data including maps and photographs.  Geographical skills: Enquiry, Grid references, scale, direction, height. | **How has the human geography of the UK changed in the last 100 years?**  Students will learn about:  Geographical Enquiry – Woodlands Road  Physical geography of the UK, Human geography of the UK, Landscapes of the UK, Population distribution, how towns and cities grew, land use, economic activity in the UK, primary, secondary, tertiary and quaternary, population characteristics, diversity in the UK. | **What is weather and climate:** students will learn about:  The difference between weather and climate, what causes weather, what is extreme weather, how weather is measured, why does it rain, why is weather so changeable, how air pressure affects weather, climate of the UK, climates around the world. | **Why are rivers important?** Students will: understand the water cycle and drainage basin processes  understand river processes – erosion, transportation, deposition – to create landscapes  identify river landscape features  identify how people use rivers  understand why people investigate drainage basin processes  know how human and physical factors cause rivers to flood  identify ways that people respond to river flooding  identify how river flooding can be managed. | **What happens when the land meets the sea?**  understand how erosion, deposition and transportation create and change coastal landforms  understand the importance of geology in shaping the coast  understand how cliffs are weathered  understand the need for, and impact of, coastal management strategies. | **Is the geography of Russia a curse or a benefit?**  Students will understand the features and causes of a continental climate  understand how biomes are formed by the interaction of the Earth’s spheres – taiga, tundra  understand the distribution of natural resources and economic activities across Russia  understand the difference between densely and sparsely populated areas  appreciate how cold temperatures impact on people’s lives  understand how size and physical geography affect the economic growth of Russia  understand the population distribution pattern for Russia. |
| Assessment | Assessment A unit assessment – What is a Geographer, written assessment followed by classroom DIRT | Assessment B – unit assessment – How has the human geography of the UK changed in the last 100 years. extended writing. Followed by classroom Dirt | Assessment 2 – Unit assessment – written paper followed by classroom DIRT | Assessment C Unit assessment Written paper followed by classroom DIRT | Assessment 3  End of year Exam followed by classroom DIRT | N/A |
| Embedding learning | What is a Geographer Poster.  Retrieval tasks. | Woodlands Road Enquiry  Retrieval tasks. | Retrieval tasks  Seneca | Retrieval tasks  Seneca | Retrieval tasks  Seneca | Retrieval tasks |