

Curriculum Map: Key Stage 3 Year 7

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Geographical Foundations	What is development?	Tropical Rainforest	Global issues and challenges	Fieldwork	OS Map Skills
Intent	All students should know: Where continents are oceans are located Latitude affects climate and vegetation Physical geography of a location affects human activity both globally and in the UK	All students should know: Countries around the world are at different levels of development Quality of life varies between HICs, LICs and NEEs Aid can help a country develop	All students should know: Location, characteristics including climate, nutrient cycling, adaptations, sustainable living – tribes, use of TRF as a resource, importance of	All students should know: Climate change – human and natural causes, impacts HIC v LIC, local/global strategies to address Plastic Ocean – causes, impacts and solutions Population increase – resource use, impact on climate, deforestation, desertification etc	All students should know: How to collect, present, analyse and draw conclusions from a plastic use enquiry in school	All students should know: Grid references, height, and symbols provide with us with knowledge about both human and physical environments
Start point	Baseline to assess skills/knowledge gained at KS2	Builds on locational and place knowledge from KS2	Builds on human and physical geography knowledge from KS2	Builds on human and physical geography knowledge from KS2 and half term 2	Builds on skills and fieldwork from KS2	Builds on skills and fieldwork from KS2
Key Knowledge	<ul style="list-style-type: none"> Continents, oceans, cardinal compass points, latitude Major biomes and climates, location and key characteristics Physical features of the world – mountain ranges/rivers Where do people live? Compare cities in different continents (Asia and Africa) 	<ul style="list-style-type: none"> HIC, LIC and NEE definition and location Measuring development Life in an NEE - India Poverty Cycle Causes of poverty Aid Evaluate effectiveness of Aid projects 	<ul style="list-style-type: none"> TRF are located close to the equator TRF are hot, wet and humid all year round Plants and animals have adapted to survive Tribes live in harmony with the TRF 	<ul style="list-style-type: none"> Climate has always changed over time as a result of natural causes The Greenhouse Effect is vital for life on Earth Human activity has enhanced the greenhouse effect Climate change has social, economic and environmental impacts We all have a carbon footprint 	<ul style="list-style-type: none"> All fieldworks begin with a hypothesis Geographers use primary and secondary methods to collect data Geographers present data in a variety of ways Geographers analyse their data to see if they have proved/disproved a hypothesis 	<ul style="list-style-type: none"> You always go along the corridor (eastings) before going up the stairs (northings) You always refer to the bottom left hand corner A key helps us understand the human and physical

	<ul style="list-style-type: none"> Physical geography of UK – coastlines, glaciated areas, rivers, biome (incl soils), climate Cycle - Rock cycle/weathering Water cycle Human geography of UK – major cities, population distribution (link to physical features) focus on Bradford, UK economy – job types 				<ul style="list-style-type: none"> Geographers can evaluate their enquiries and suggest ways to improve 	<p>features of an area</p> <ul style="list-style-type: none"> Every map has a scale to help work out distance
Key Skills	<ul style="list-style-type: none"> Atlas skills Compass Location Explaining links between human and physical geography of UK – population Choropleth maps Extended writing – factual, ‘discuss’ 	<ul style="list-style-type: none"> Locating and identifying features from a variety of maps, images and graphs Interpreting images Comparing differences/similarities Explain – poverty cycle Evaluate – aid projects Extended writing – using evidence to support points 	<ul style="list-style-type: none"> Describe nutrient cycle Explain how plants have adapted Explain link between climate and latitude Climate graphs 	<ul style="list-style-type: none"> Know difference between climate and weather Explain – link between local actions and global issues Examine how human factors affect environmental impacts Evaluate – biggest issue facing our world 	<ul style="list-style-type: none"> Environmental surveys Proportional symbols maps Describing patterns Suggesting improvements to the study 	<ul style="list-style-type: none"> Using 4 and 6 figure grid references Using a key to identify human and physical features on a map Using scale to work out distance
Misconceptions	<ul style="list-style-type: none"> Africa is a country Confusion between erosion and weathering 	<ul style="list-style-type: none"> UK is a LIC as people live on benefits Aid is just money 	<ul style="list-style-type: none"> Soils are fertile in tropical rainforests Tribes are not real 	<ul style="list-style-type: none"> Climate change is new Climate change is a hoax Man made v natural causes 	<ul style="list-style-type: none"> Fieldwork is done in a field! Data presentation v data collection 	<ul style="list-style-type: none"> Scale

				<ul style="list-style-type: none"> • Birth rates get higher as people get wealthier 		
Key Vocabulary	Continent Ocean Human Physical Megacity	HIC LIC NEE Economic Social Poverty Aid	Climate Adaptation Humid Indigenous Sustainable	Weather Geological Greenhouse gas Cause Impact Carbon footprint	Method Data Data presentation method Analysis Conclusion	Scale Key Contour Symbol
Key Reading	https://www.nationalgeographic.com/environment/article/the-world-now-has-8-billion-people	https://education.nationalgeographic.org/resource/development/	https://education.nationalgeographic.org/resource/rain-forest/	https://www.nationalgeographic.com/environment/topic/climate-change	https://education.nationalgeographic.org/resource/field-work/	https://www.geographyhpod.com/map-skills.html
End Point	Strong foundational knowledge of place	Understanding why countries are at different levels of development and how it affects QoL	Understanding that TRF are a unique biome with distinct characteristics	Understanding that climate has changed over time and that everyone has a part to play in reducing their carbon footprint	Understanding that fieldwork follows a specific process	Understanding that maps contain lots of information about the human and physical landscapes of the UK

Links	<p>KS1/2 Continents, oceans, compass points, latitude, biomes, rock cycle, water cycle</p> <p>KS3 Locational knowledge, place knowledge, physical geography, human geography</p> <p>KS4 Paper 1 Section C – UK physical landscapes Paper 1 Section A – Living World Paper 2 Section A – Urban Issues and Challenges</p>	<p>KS1/2 Continents, oceans, compass points, latitude, biomes</p> <p>KS3 Locational knowledge, place knowledge – interaction between human and physical geography</p> <p>KS4 Paper 2 Section B – Changing Economic World</p>	<p>KS1/2 Continents, oceans, compass points, latitude, biomes, rock cycle, water cycle</p> <p>KS3 Locational knowledge, place knowledge, physical geography, human geography</p> <p>KS4 Paper 1 Section A – Living World Paper 2 Section A – Development Gap</p>	<p>KS1/2 Place knowledge of human and physical environments</p> <p>KS3 Interaction between human and physical processes; impact of human activity on natural processes</p> <p>KS4 Paper 1 Section A – Natural Hazards; Section C – Coasts and Glaciation Paper 2 Section B – Development Gap</p>	<p>KS1/2/3 Geographical skills and fieldwork</p> <p>KS4 Paper 3: Familiar and unfamiliar fieldwork</p>	<p>KS1/2/3 Geographical skills and fieldwork</p> <p>KS4 Paper 1 Section C – UK physical landscapes Paper 1 Section A – Living World Paper 2 Section A – Urban Issues and Challenges</p>
Form of Assessment	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment • Extended writing on megacities 	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment • Summative assessment 	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment • Extended writing 	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment • 	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment 	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment • Summative assessment - DME
Enrichment opportunities						

Leadership
Opportunity



AMBITION



RESILIENCE



COURTESY



KINDNESS