



Y7 Curriculum Map: Geography

	Timing*	Unit	Core content	Core objectives	Key Skills (not PLTS)
1	Autumn 1	What is Geography	<ul style="list-style-type: none"> • Introduction to key skills of questioning • Introduction to geographical enquiry 	<ul style="list-style-type: none"> • Understand why Geography is studied at secondary school • Identify difference and interconnections between physical and human geography 	<ul style="list-style-type: none"> • Asking geographical questions, leading to enquiry skills • Use of an atlas • Effective participants in group work
2	Autumn 1	My Place	<ul style="list-style-type: none"> • Personal geography (the relationship between the pupil and their local environment at the lowest scale to their place on Earth at the highest scale) 	<ul style="list-style-type: none"> • Understanding scale (personal, local, regional, national, international, global) • To develop an understanding of interdependence, interconnections and spheres of influence 	<ul style="list-style-type: none"> • Application of scale
3	Autumn 2	Weather and Climate	<ul style="list-style-type: none"> • What is weather • Types of rainfall • Air masses • Weather systems • Microclimates • Measuring and recording weather • Climate of the UK 	<ul style="list-style-type: none"> • Pupils understand the factors that combine to create the climate of the UK and local variations within that • Pupils can apply measurements of weather to draw conclusions about climate and climate change 	<ul style="list-style-type: none"> • Measurement • Key geographical vocabulary
4	Autumn 2/ Spring 1	Maps	<ul style="list-style-type: none"> • Map reading • Recognition of dynamic uses of maps and mapping techniques (OS, paper, noise, choropleth, satellite, maps from memory) • Key constituents of maps (scale, key) 	<ul style="list-style-type: none"> • Pupils understand the need for maps, their development, use of maps and modern mapping techniques • Application of scale to read and create maps • Appreciation of the value of formal and informal mapping 	<ul style="list-style-type: none"> • Map reading (in a variety of formats including ICT and GIS)
5	Spring 1	Rivers	<ul style="list-style-type: none"> • Water cycle 	<ul style="list-style-type: none"> • Understanding of the course of a river, key processes and 	<ul style="list-style-type: none"> • Key



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			<ul style="list-style-type: none"> River processes (transportation, erosion, deposition) Course of a river (upper, middle, lower) Features of each course (upper: source, V-shaped valleys, waterfall; Middle: meanders, ox-bow lakes; lower course: delta/estuary) 	<ul style="list-style-type: none"> landforms. Pupils can recognise how conflicting processes lead to the formation of landforms Pupils apply their understanding of river processes in the examination of actual landforms in the UK and around the world 	<ul style="list-style-type: none"> geographical vocabulary Use of non-verbal explanatory techniques
7	Spring 2	Flooding	<ul style="list-style-type: none"> Causes of flooding Impacts of flooding on a variety at MEDC and LEDC flooding Responses to flooding Sustainable development in flood plain areas 	<ul style="list-style-type: none"> Understanding of causes and implications of flooding Recognition of the potential positive and negative effects of flooding Understanding the greater implications of flooding in less developed countries Recognise that LEDCs are less able to plan and react as effectively as MEDCs to flooding events and to apply this information in developing reasonable action plans to reduce the negative effect of flooding 	<ul style="list-style-type: none"> Comparative study Generation of creative solutions to natural hazards
8	Summer 1-2	Fishing	<ul style="list-style-type: none"> Primary industry (using fishing as an example) Changing to employment sectors The decline of the UK fishing industry Case Study of a fishing community (Peterhead) examining the decline, implications and solutions of the industry The multiplier effect 	<ul style="list-style-type: none"> Understanding primary, secondary and tertiary sectors of industry Recognise the UK's progression from a primary sector employment to tertiary sector employment Understanding key factors contributing to the decline of the fishing industry in the UK and the need for sustainable practices to protect fish stocks and the industry itself Pupils will synthesise the social and economic implications of industrial change/decline to produce possible solutions for affected communities Pupils will understand the complexities of the multiplier effect 	<ul style="list-style-type: none"> Case study Graphicacy and correlations Statistical analysis Interpretation and evaluation of sources