Geography Department – Year 7 The Emerging Geographer:

Shirley High Curriculum Map	***Year 7: The Emerging Geographer: students will learn the key geographical skills to succeed in geography, starting to discover and understand the awe and wonder of the world. Primary experience can be varied so consolidating the KS2 skills they should have to ensure a secure foundation to underpin all future geography including basic map skills, physical and human geography themes revisited in year 8-13.***					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	What is Geography?	Our Island home! The UK	Weather and Climate	What is an economy?	Russia: a complex county	Natural Resources: are we running out?
Why Now?	Provide a solid foundation / awareness of the branches of geography they will study so they see where topics fit and cover a competence in basic map skills to be revisited and built upon continuously.	To develop a "personal Geography" and appreciation of place, addressing misconceptions so that following work relating to the UK (and beyond) is recognised and understood	To build on UK place location and understand how physical and human geography combine and influence daily lives here and beyond. Introduces concepts of natural hazards.	Early consideration of careers and build on UKs importance and lays the foundation for connectedness to "distant places", so when studied the context is clearer.	To start to think about "distant places" and apply aspects of physical and human geography previously considered, e.g Russia's physical geography, climate and trade patterns.	To develop a notion of being a "global citizen" and how humans use the natural world to increase the economy but also to start to consider ethics and sustainability, a constant theme to be revisited.
Fundamental Concepts	Global structure: Map reading skills Key aspects of studying Geography (Human, Physical, Environmental etc) How to ask geographical questions	Locate the UK (and know that it is different to Great Britain and the British Isles) key cities within the UK and how / why place are named as they are. Opportunity to apply map skills and fieldwork to investigate their local area.	Concept of weather and climate How to measure different aspects of the weather and instruments used Types of rainfall, depression, anticyclones. Climate belts + associated high and low pressure Climate graphs, extreme weather events, Hurricanes and tornados	Economic activities at different scales How jobs can be arranged into groups or sectors The range if 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.	Location of Russia (Europe of Asia) What Russia is like The Physical landscape. Climate and natural environment of Russia How Russia physical geography has influenced its human geography Russia's Global influence.	The different elements that make up the Earth 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.
Students will…	Learn about: • Longitude • Latitude • Equator • Greenwich meridian • Atlas • Names and locations of Continents • Oceans • Compass directions (basic and advanced) • OS maps skills: scale, symbols, grid references (4 and 6) co ordinates • Height (contours, spot height layered colours etc)	Learn about: • What countries the UK, Great Britain, The British Isles are composed of and why they are different / similar. • Where places get their names and so hints to the past (link to history and battle of Hastings). • Rural vs Urban areas What London is like • How to plan, conduct and write up a fieldwork study. • Use of GIS and computer research	Learn to: • Know the difference between weather and Climate • Know how to measure different aspects of the weather and instruments used • Identify and understand how different types of rainfall (Frontal, relief and convection) form and why. • Identify the major air masses which control UK weather, including anticyclones and depressions • Identify major climate belts, construct climate graphs of contrasting regions and know WHY they are located there. (High and low pressure systems) • How to produce a weather forecast • Identification of extreme weather (hurricane tornado, heatwave blizzard etc) NOT Tsunami (misconception alert) • Case study of Hurricane and Tornado	Learn about: • What are the different employment sectors • Where are these different jobs located • The UKs economic structure • Farming and its importance in the UK • A good location for a factory (decision making) • How chocolate links to all the sectors • How the UK trades with other countries • Globalisation (example iPhone) and what has made this happen	Learn about: • What the physical landscape of Russia is like (Mapping and GIS) • Climate of Russia: a comparison • A biome of Russia (Tundra) • Population: where do people live and why • Russia's economy: • An enquiry into Russia's use of the Arctic	Learn about: • Types of rocks • The geological timescale • Uses of rocks • What soils are / uses • Biosphere providing natural resources e.g. Tropical Rainforest • Hydrosphere and the natural resources it provides • Oil / Energy generation / sustainable use • Planning a wind farm advantages and disadvantages • Environmental issues such as plastic in the oceans.
Language for Life (Key terms / Vocabulary)	So many a Glossary is given to students and used in lessons.	So many a Glossary is given to students and used in lessons	So many a Glossary is given to students and used in lessons	Glossary likely, Primary secondary tertiary quaternary, factory manufacturing, agriculture economy globalisation containerisation	Ural Mountains time zone Tundra continental permafrost help/hinder resources Arctic	Sedimentary metamorphic, igneous Sustainable, renewable / non-renewable Hydrosphere Biosphere alternative Nimbyism
Extended writing Opportunities	Map design and story to accompany	Field work study: write up	Script for weather forecast, Diary entry for Tornado in Oklahoma,	Decision making exercise	Enquiry writing	Report on building a wind farm
Maths Across the Curriculum	Coordinates, axis x and y Calculating scale and distance	Tally charts / counting, bar graphs, decibel readings, radar graphs	Climate graphs (line and bar graphs, range, axis trends etc)	Pie charts of employment structure Graph interpretation Comparing economies (figures)	Climate graphs, temperature comparison, calculating population density Bar chart	Time graphs percentages / pie charts
Links to careers / aspirations	OS worker Environment agency Town planner	Town planner, Historian, Environmental Consultant Architect	Meteorologist, disaster planner	Manufacturing, farming, retail, research. Transport logistics, economist, financial budgeting entrepreneur	Tourist guide, interpreter, meteorologist, scientist environmentalist petrochemical industry / Geologist GIS analyst	Civil engineer Hydrologist, farmer, environmentalist, geologist , soil scientist, Chemical fertiliser manufacturer alternative energy scientists
Cultural Capital	Every lesson a country is chosen (usually student but also teacher) and as a group we record this and the capital city. Try to relate to **news items**, student interest or to "**misconception bust**" e.g. Sydney is NOT the capital of Australia. Challenge: some pupils record the continent and have to research it out of class if they don't know it.	Every lesson a country is chosen (usually student but also teacher) and as a group we record this and the capital city. Try to relate to **news items**, student interest or to "**misconception bust**" e.g. Sydney is NOT the capital of Australia. Challenge: some pupils record the continent and have to research it out of class if they don't know it. Out of class learning and use of GIS	Every lesson a country is chosen (usually student but also teacher) and as a group we record this and the capital city. Try to relate to **news items**, student interest or to "**misconception bust**" e.g. Sydney is NOT the capital of Australia. Challenge: some pupils record the continent and have to research it out of class if they don't know it. Link to Climate extinction rebellion / Greta Thunberg	Every lesson a country is chosen (usually student but also teacher) and as a group we record this and the capital city. Try to relate to **news items**, student interest or to "**misconception bust**" e.g. Sydney is NOT the capital of Australia. Challenge: some pupils record the continent and have to research it out of class if they don't know it. Considering other countries and job opportunities	Every lesson a country is chosen (usually student but also teacher) and as a group we record this and the capital city. Try to relate to **news items**, student interest or to "**misconception bust**" e.g. Sydney is NOT the capital of Australia. Challenge: some pupils record the continent and have to research it out of class if they don't know it.	Every lesson a country is chosen (usually student but also teacher) and as a group we record this and the capital city. Try to relate to **news items**, student interest or to "**misconception bust**" e.g. Sydney is NOT the capital of Australia. Challenge: some pupils record the continent and have to research it out of class if they don't know it.
Practical Application of Skills	Outside the class pupil produce a scale map of the B block building Hunt the benchmark on the school site. Using a map of the school and grid reference to find / familiarise themselves with the school.	Fieldwork opportunity at the school gate and as flipped learning. Link to History lessons and the origins of place names and Romans and Harold Hardrada. Us of large OS map sheets	Handling measuring equipment e.g. barometer Making rain experiment Cloud in a bottle experiment Narration / presentation skills/ prop creativity for the weather forecast presentation. Tornado in a bottle	Questionnaire / Survey of people outside school	Use of GIS	Microclimate investigation Use of GIS