Geography Department – Year 7 The Emerging Geographer:

Shirley High Curriculum Map

Students will learn the key geographical skills to succeed in geography, starting to discover and understand the awe and wonder of the world. Because students arrive with varied primary experience, Year 7 secures the core KS2 skills (including map skills) and introduces the physical and human themes that are revisited from Year 8 to Year 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?	The UK	Weather & Climate	Economy	Russia	Natural Resources
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.	Early consideration of careers and build on UK's 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	**Key concepts:** Space · Place · Scale **Disciplinary knowledge:** Asking geographical questions; reading and interpreting OS maps and atlases (scale, symbols, grid references, relief); comparing how maps have represented the world over time. **Substantive concepts:** • The three types of geography (physical, human, environmental) • How our knowledge of the world has progressed over time (cartography) • Global structure: continents, oceans and lines of latitude • Map reading skills (OS maps) • How to ask geographical questions	**Key concepts:** Place · Space · Scale · Cultural awareness · Cultural diversity **Disciplinary knowledge:** Running a full enquiry: hypothesis, primary data collection (traffic, environmental quality, field sketches), presentation, analysis, conclusion and evaluation; interpreting tourism data. **Substantive concepts:** • Locate the UK (and know that it is different to Great Britain and the British Isles), its key cities and physical features • How and why places are named as they are • Why tourists visit the UK • London and our local area (Croydon) • How to plan, conduct and write up a fieldwork enquiry	**Key concepts:** Physical processes · Environmental impact · Time **Disciplinary knowledge:** Measuring and recording weather; reading synoptic charts and satellite images; describing a sequence of change (a depression); communicating climate to an audience. **Substantive concepts:** • Concept of weather and climate • How to measure different aspects of the weather and instruments used • How weather is recorded, forecast and communicated (the Met Office) • The synoptic code • Clouds and types of rainfall • Air pressure: anticyclones and depressions • The UK's temperate climate and air masses	**Key concepts:** Human processes · Interdependence · Scale · Time **Disciplinary knowledge:** Classifying (sectors, farm types); interpreting change on graphs; a decision-making exercise with a justified recommendation (factory location); explaining cause and effect in globalisation. **Substantive concepts:** • Economic activities at different scales • How jobs can be arranged into groups or sectors • The range of 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	**Key concepts:** Place · Physical and human processes · Environmental impact · Interdependence · Cultural awareness **Disciplinary knowledge:** Interpreting climate graphs, isotherm and choropleth maps; calculating population density; weighing competing viewpoints (Greenpeace vs the Nenets) to reach a judgement. **Substantive concepts:** • Location of Russia (Europe or Asia) • What Russia is like: the physical landscape, climate and natural environment • How Russia's physical geography has influenced its human geography • Russia's global influence (the Arctic)	**Key concepts:** Physical processes · Environmental impact · Sustainable development · Interdependence **Disciplinary knowledge:** Classifying rocks and energy sources; evaluating advantages and disadvantages from evidence; interpreting energy data over time; making an evidenced recommendation (letter to the PM). **Substantive concepts:** • The four spheres 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:** • Physical, human and environmental geography • Cartography and how maps have progressed over time (Eratosthenes to satellites) • Names, locations and sizes of the continents and oceans • Locational knowledge of the Americas and Europe • Latitude and longitude, the hemispheres and coordinates; the five major lines of latitude • The Ordnance Survey; scale (linear, statement, ratio; small- vs large-scale maps) • OS map symbols and keys • 4- and 6-figure grid references • Compass directions (basic and advanced) • Height, direction and slope on OS maps (contour lines, spot heights, layered colouring)	**Learn about:** • What countries the UK, Great Britain and the British Isles are composed of and why they are different / similar • Human and physical features of the UK (capital cities, seas, rivers, mountain ranges and peaks) • Where places get their names and so hints to the past (Celtic, Roman, Anglo-Saxon and Viking settlers) • Why tourists visit the UK: types of attraction, domestic vs foreign holidays, inbound tourism and its value to the economy • What London is like: its growth over time and the 33 boroughs (inner vs outer) • How to plan, conduct and write up a fieldwork enquiry (hypothesis, data collection, methodology, presentation, analysis, conclusion, evaluation) • Rural vs urban areas: Croydon along an urban–rural transect	**Learn about:** • The difference between weather and climate and the key elements of weather • How to measure different aspects of the weather and instruments used (Stevenson screen, thermometer, barometer, rain gauge, anemometer, wind vane, sunshine recorder) and how to site a weather station • What meteorology is and how the Met Office records, forecasts and communicates the weather • How to read and apply the synoptic code to weather stations and charts • How clouds form and how to identify the three types of rainfall (relief, convectional, frontal) • Anticyclones (high pressure) and how they differ in summer and winter • Depressions (low pressure): fronts, the occluded front and the passage of a depression across the UK • The UK's temperate climate, the air masses that control it and how climate varies across the UK	**Learn about:** • What an economy is and the four employment sectors • How the UK's employment structure has changed over time (1791–2011) • Farming and its importance in the UK; a farm as an economic system • A good location for a factory (the 5 Cs; decision-making exercise) • Why Nissan located in Sunderland (case study) • Why the tertiary sector is increasing (including tourism) • How chocolate links to all the sectors • How the UK trades with other countries (imports, exports, balance of trade, ports) • Globalisation and TNCs (example: Apple's iPhone and China) and what has made this happen • How containerisation accelerated globalisation	**Learn about:** • Where Russia is located (CLOCC): two continents, two oceans, 14 bordering countries • What the physical landscape of Russia is like (the Urals, Caucasus, great plains, Kamchatka, coastline) • Climate of Russia: a comparison of five cities using climate graphs and isotherm maps; life in the coldest inhabited place on Earth (Oymyakon); permafrost • The biomes of Russia (tundra and taiga; steppe and temperate forest) • Population: where people live and why (density vs distribution) • Russia's economy: natural resources, sector structure vs the UK, transport challenges (Trans-Siberian railway) • An enquiry into Russia's use of the Arctic: ownership claims and EEZs, oil and gas, and the views of Greenpeace and the Nenets (Yamal Megaproject)	**Learn about:** • The four spheres of the Earth (atmosphere, biosphere, hydrosphere, lithosphere) and how they interact • Renewable vs non-renewable resources • Types of rocks and the geological timescale • Uses of rocks, including coal and the Industrial Revolution • The three types of weathering (biological, chemical, physical - freeze-thaw) • What soils are: the soil profile and careers that work with soil • Biosphere providing natural resources: ecosystems, biomes and the tropical rainforest (layers and adaptations) • Hydrosphere: the water cycle, usable freshwater and water scarcity • Oil: formation, extraction, refining and global reserves • Generating electricity: renewable and non-renewable sources and their advantages / disadvantages • Sustainability and the UK's changing energy mix
Language for Life (Key terms / Vocabulary)	Physical / human / environmental geography, cartography, continent, ocean, latitude, longitude, Equator, Prime Meridian, hemisphere, scale, key / legend, eastings, northings, contour lines. A knowledge organiser and Frayer model are given to students and used in lessons	Great Britain, United Kingdom, British Isles, place names, tourist, attraction, borough, rural, urban, transect, fieldwork, hypothesis, methodology, analysis, conclusion, evaluation. A knowledge organiser and Frayer model are given to students and used in lessons	Weather, climate, temperate, meteorology, Stevenson screen, barometer, anemometer, oktas, synoptic code, precipitation, relief / convectional / frontal rainfall, anticyclone, depression, front, air mass. A knowledge organiser and Frayer model are given to students and used in lessons	Primary, secondary, tertiary, quaternary, factory, manufacturing, agriculture (arable, pastoral, mixed, market garden), economy, trade, imports, exports, balance of trade, port, TNC, globalisation, containerisation. A knowledge organiser and Frayer model are given to students and used in lessons	Ural Mountains, continental climate, permafrost, tundra, taiga, steppe, population density / distribution, help / hinder, resources, Arctic, Exclusive Economic Zone (EEZ), indigenous people. A knowledge organiser and Frayer model are given to students and used in lessons	Atmosphere, biosphere, hydrosphere, lithosphere, sedimentary, metamorphic, igneous, weathering, soil profile, ecosystem, biome, adaptation, water scarcity, crude oil, sustainable, renewable / non-renewable, alternative energy. A knowledge organiser and

						Frayer model are given to students and used in lessons
Extended writing Opportunities	Paragraph describing the best route from Beverley to Mappleton using an OS map.	Fieldwork study: full written report (methodology, presentation, analysis, conclusion, evaluation).	Describing the passage of a depression; "describe the UK climate to Japanese tourists" talk.	Decision-making exercise: letter to the council on the best factory location (the 5 Cs); encyclopaedia entry on shipping containers.	Enquiry writing (the Arctic); "blessing or a curse?" judgement paragraph.	Letter to the Prime Minister recommending which energy source to expand and which to phase out.
Maths Across the Curriculum	Coordinates, x and y axes; calculating scale and distance; bar charts (continent land area and population).	Tally charts / counting, bar charts, pie charts, rose diagrams, decibel readings, line-graph interpretation (tourism trends).	Reading data tables and synoptic charts; wind roses; temperature and rainfall data.	Line graph of employment change; pie charts of employment structure; percentages (UK trade); graph interpretation; comparing economies (figures).	Climate graphs (drawing and interpreting), temperature comparison, calculating population density, bar charts (area, oil producers), pie chart (economic sectors).	Line graph (coal mined 1700–2000), pie charts (UK energy mix 2009 vs 2019), data tables, percentages.
Links to careers / aspirations	OS worker, cartographer, town planner, Environment Agency.	Town planner, historian, environmental consultant, architect, tourism industry.	Meteorologist, Met Office careers ("job alert" in lessons).	Manufacturing, farming, retail, research, transport logistics, economist, entrepreneur.	Tourist guide, interpreter, meteorologist, scientist, environmentalist, petrochemical industry / geologist.	Civil engineer, hydrologist, soil scientist, geologist, farmer, environmental consultant, fertiliser industry, alternative energy scientist.
Cultural Capital	**Country, capital, continent routine.** The history of map-making (Eratosthenes to Visscher's 1658 map and satellites); the Ordnance Survey's military origins in 1791; history link to Europe's borders in 1939.	**Country, capital, continent routine.** Place names as evidence of Celtic, Roman, Anglo-Saxon and Viking settlement; London's 33 boroughs; our own place — Shirley and Croydon — through independent fieldwork out of class; the UK's tourist attractions.	**Country, capital, continent routine.** The Met Office and the work of meteorologists ("Job alert!"); Thomas Stevenson and the Stevenson screen; presenting the UK climate to a Japanese audience (the meaning of Japan's flag).	**Country, capital, continent routine.** Nissan in Sunderland; where chocolate comes from; the iPhone and China as globalisation; how the shipping container changed world trade; considering job opportunities in other countries.	**Country, capital, continent routine.** Life in Oymyakon, the coldest inhabited place on Earth; the Trans-Siberian railway; Russia in the news; the Nenets and Greenpeace as competing voices on the Arctic.	**Country, capital, continent routine.** Coal and the Industrial Revolution; real careers and salaries in the soil lesson; the UK's changing energy mix; writing to the Prime Minister — geography as civic participation; sustainability debates.
Practical Application of Skills	OS map extracts (Mappleton, Helvellyn) used to apply scale, symbols, grid references, height and direction; world map and bar-chart work for continents and oceans.	Fieldwork data collection on Church Road, Shirley plus two self-chosen sites (as homework); OS map work locating Shirley and the school (4- and 6-figure grid references); atlas work.	Interpreting real synoptic charts and satellite images; positioning weather instruments correctly.	OS map work: locating farms (Stybeck, Mill Farm), the Nissan site, Scarborough's attractions and Southampton's port via grid references.	Atlas work (bordering countries); interpreting choropleth and isotherm maps; Murmansk tourist factsheet.	OS grid references for a quarry, oil refinery and power station; classifying and sorting tasks (rocks, energy sources).