



Geography Department Curriculum and Assessment Map

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	My local place	Geography in the Field	Africa	Fantastic Places	Connected World	
Fundamental Knowledge	<p>Knowledge: Students must know...</p> <p>Where they are in the world: region, county, country and in relation to...</p> <p>Major global cities, continents and countries (atlas work)</p> <p>Major UK cities and landmarks</p> <p>The main 8 points of a compass</p> <p>A range of map symbols (OS) 1:50,000</p> <p>How to measure scale, distance and direction on a map</p> <p>How to read a map using 4 and 6 figure grid references</p>	<p>Knowledge: Students must know...</p> <p>What fieldwork is and be able to explain why it's important</p> <p>What is meant by 'place' in Geography and explain what their schools mean to them within the local area.</p> <p>How to collect primary data in 3 different ways including the use of GIS</p> <p>How to present and interpret the data they collected. (2 different data presentation techniques)</p> <p>To draw conclusions based on their data collection</p>	<p>Knowledge: Students must know...</p> <p>Different climate zones: Tropical, Savannah & Desert</p> <p>The challenges of Life in the Horn of Africa, with a focus on piracy, coffee farming and salt mining</p> <p>The job sectors and economic activity within Africa: primary, secondary, tertiary and quaternary.</p> <p>Two ways that can be used to reduce the development gap in the region. E.g. Fairtrade and aid.</p> <p>How Africa's economic activity impacts the overall development in Africa.</p>	<p>Knowledge: Students must know...</p> <p>The main global biomes and their limiting factors</p> <p>Deserts: The location, climate and soil characteristics. The structure and biodiversity in the desert.</p> <p>Cold environments: The location, climate and soil characteristics. The plant and animal adaptations in the desert.</p> <p>How humans exploit the cold environments and how this can be managed.</p> <p>How climate change has impacted on both hot and cold environments.</p> <p>How humans adapt to living in such hostile environments.</p>	<p>Knowledge: Students must know...</p> <p>What globalisation is and that it is the process of the world becoming more interconnected.</p> <p>That they are connected to the world in many ways</p> <p>Why the world is becoming more interconnected</p> <p>Four factors that have increased globalisation (technology, TNCs, trade, transport)</p> <p>That those factors have changed to make the world more interconnected</p> <p>What the impacts of migration are in the UK, including an example of immigration to the UK</p>	

	<p>Knowledge Application: Students need to know how to define the differences between region, county, country and continent.</p> <p>Students need to know how to use atlases to locate major cities, continents and oceans.</p> <p>Students need to be able to know how to describe the location of UK cities and landmarks and be able to know how to find them on a UK map.</p> <p>Students need to know how to create an 8-point compass and use this to give directions.</p> <p>Students need to know how to confidently use specific map skills in order to locate and give details of locations on a map.</p>	<p>and presentation in order to answer a hypothesis</p> <p>Strengths and limitations of their investigation.</p> <p>Knowledge Application: Students need to be able to define the term 'fieldwork' and know how to differentiate the different types of fieldwork.</p> <p>Students need to be able to know how to navigate their way around school and be able to locate specific features.</p> <p>Students need to know how to collect three types of primary data and be able to analyse what they have found.</p> <p>Students need to know how to confidently articulate conclusions from what they have found out in their investigation.</p>	<p>How international sports (World Cup) will have benefited the economy of South Africa.</p> <p>Knowledge application: Students need to know how to define a region and give reasons why the Horn of Africa counts as a region.</p> <p>Students need to know how to define the term biome and be able to name different climate zones which influence Africa's four main biomes.</p> <p>Students need to know how to describe why most people depend on farming</p> <p>Students need to know how to describe the different types of farming.</p> <p>Students need to know how to differentiate between subsistence and commercial farming.</p> <p>Students need to know how to explain the importance of Fairtrade. Case study: Coca Farming</p>	<p>EXT: Rainforests: The location, climate and soil characteristics. The plant and animal adaptations in the rainforest.</p> <p>Knowledge application: Students need to be able to know how to define and locate the main biomes and give examples</p> <p>Students need to be able to describe and explain the climate of each biome</p> <p>Students need to know how to construct and interpret a climate graph for a biome of choice.</p> <p>Students need to know how to link vegetation and climate (limiting factors) for each biome studied.</p> <p>Students need to know how to describe and explain the adaptation of one plant and one animal for a cold environment and desert environment.</p> <p>Students need to know how to explain the reasons why humans exploit the hot and cold environments (using examples) and then know how to assess the social, economic and environmental impacts of this exploitation.</p>	<p>The positive and negative impacts of immigration</p> <p>What the impacts of globalisation are on an LIC</p> <p>An example of a TNC in an LIC (NIKE) and the positive and negative impacts of TNCs in the chosen LIC</p> <p>That the impacts of globalisation can be reduced by fairtrade</p> <p>An example of fairtrade in an LIC</p> <p>The positive impacts of fairtrade in an LIC</p> <p>Knowledge application: Students need to know how to describe, using examples, how they are connected to the world and how this shows that the world is interconnected</p> <p>Students need to know how to define globalisation and how to describe the four factors that have led to globalisation</p> <p>Students need to know how to explain how each factor has led to increased interconnectedness and to know how to describe a local example of globalisation</p> <p>Students need to know how to explain how globalisation has benefitted the local area and know how to describe the impacts of immigration to the UK</p> <p>Students need to know how to explain the positive and negative impacts of globalisation</p> <p>Students need to know how to describe an example of a TNC that operates in a TNC</p>
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Learning Checkpoint Tasks	A short map task where students correctly apply their OS mapping knowledge. Being able to locate a selection of major cities on a world map.	Students will complete an extended piece of writing that draws upon the conclusions of their fieldwork.	Students will complete a checkpoint based on previous topics, with an extended piece discussing the benefits that the 2010 World Cup brought to South Africa.	Students will complete some short-based questions and an extended piece explaining how plants/ animals have adapted to their environment.	Students will complete a series of short-answer questions based on the whole year, with an extended piece related to the impacts of immigration to the UK.
Common Assessment Task	Year 7: Common Assessment 1		Year 7: Common Assessment 2		Year 7: Common Assessment 3
Mock Exam (if applicable)					
Interleaved Knowledge	<p>During the first term, students will use their knowledge of maps to be able to articulate the locations of various places of interest, such as the location of major cities and major world biomes. We will also use their knowledge of 'place' to support them with their fieldwork exercise. Students' KS2 curriculum of using atlases and general world knowledge supplements to core knowledge of this term.</p>		<p>During the second term, students will continue to have core knowledge from previous topics interleaved. For instance, students' knowledge of the location of biomes and their characteristics will support their understanding of the opportunities and challenges that people face in Africa. They will then use their knowledge of Africa when we begin to look at extreme environments, particularly when looking at desert environments.</p>		<p>During the third term, students will continue to have core knowledge from previous topics interleaved. We will have looked at global aspects of the planet throughout Year 7, which will enable learners to appreciate the human connections around the world, as part of being a 'global citizen'.</p>