

Beths Grammar School KS3 Geography Curriculum Map – Year 7

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A Year 7</p>	<p>Intent Why is this taught now? To introduce the key skills required to study Geography</p> <hr/> <p><u>What makes a Geographer a Geographer?</u></p> <ol style="list-style-type: none"> 1. What is Geography? 2. Compass directions and grid references 3. Map symbols and scale 4. Showing height on maps 5. Field sketches 6. The Geography of the UK 7. Continents and oceans 	<ul style="list-style-type: none"> • Identify the range of topics studied in Geography • Discuss the skills needed to study this subject • Learn to use maps effectively including the 16 point compass • Use OS maps confidently including map symbols and scale on a local 1:25 000 OS map • To draw and interpret field sketches • To be aware of key features of UK Geography including home nations, key rivers and mountain ranges • To be able to name and identify the continents and oceans 	<p>End of unit test after the final lesson using a mixture of short and longer answer question styles.</p> <p>Knowledge and skills will both be assessed</p>
<p>Autumn Term 1B Year 7</p>	<p>Intent Why is this taught now? To help students make sense of one of the biggest challenges facing us today</p> <hr/> <p><u>Weather and climate change</u></p>	<ul style="list-style-type: none"> • Understand the difference between weather and climate and the components of each 	

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	<ol style="list-style-type: none"> 1. Weather and climate overview 2. Atmospheric circulation 3. Changing global climates 4. Impacts of climate change 5. Moral dilemma and decision making around climate change 6. Adaptation v mitigation 	<ul style="list-style-type: none"> • To understand the process of global atmospheric circulation in giving us patterns of climate zones around the world • Causes of and evidence for changing global climate • Local and global impacts of climate change • To understand the impact of wealth and development on climate change • Strategies that help us adapt to, and mitigate human induced climate change 	<p>End of unit test after the final lesson using a mixture of short and longer answer question styles.</p> <p>Knowledge and skills will both be assessed</p>
<p>Spring Term 2A Year 7</p>	<p>Intent Why is this taught now? Water is one of our planet’s most important resources</p> <hr/> <p><u>Raging rivers</u></p> <ol style="list-style-type: none"> 1. Introduction to rivers 2. How do rivers change the landscape? 3. Human uses of rivers 4. Conflict around river use 5. River pollution 6. River case study (if time allows in this short term) 	<ul style="list-style-type: none"> • The river’s drainage basin and journey from source to mouth • Overview of processes of erosion plus the formation of selected river landforms • Ways in which humans make use of rivers • The example of the Great Ethiopian Renaissance Dam as a source of conflict on the River Nile • Causes and consequences of river pollution • Possible individual case study research but this is time-dependent 	<p>End of unit test after the final lesson using a mixture of short and longer answer question styles.</p> <p>Knowledge and skills will both be assessed</p>
<p>Spring Term 2B Year 7</p>	<p>Intent Why is this taught now? To appreciate that the planet has changed and evolved over large expanses of geological time</p> <hr/> <p>What was the planet like for the dinosaurs?</p> <ol style="list-style-type: none"> 1. Introduction to geological timescales 	<ul style="list-style-type: none"> • Introduce the concept of geological time in terms of eras and periods • Investigate the process and stages of fossilisation 	<p>End of unit test after the final lesson using a mixture of short and longer answer question styles.</p>

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	<ol style="list-style-type: none"> 2. How do we know that dinosaurs existed – fossilisation 3. How do palaeontologists find and use fossils? 4. The Triassic period and Pangaea 5. The Jurassic period 6. The Cretaceous period 7. Extinction of dinosaurs 	<ul style="list-style-type: none"> • Use evidence to piece together the stories of ancient species • To understand the long-term changes in the position of the continents • See how earth’s climate, continents and species evolved during the time of the dinosaurs • Decide on the most likely cause of the mass extinction event at the end of the Cretaceous 	<p>Knowledge and skills will both be assessed</p>
<p>Summer Term 3A Year 7</p>	<p>Intent Why is this taught now? To introduce the concept of biogeography and the study of ecosystems</p>	<ul style="list-style-type: none"> • Explore corals as a unique ocean species and coral reefs as a vital habitat • Understand the very specific environmental conditions needed for coral reefs to thrive • Recognise that coral reefs are hugely important and biodiverse marine ecosystems • Weigh up the different threats facing reefs today • Make links between Geography and Biology in coral reef food webs • Develop research skills and challenging assumptions when finding out about sharks, a much-misunderstood species 	<p>End of unit test after the final lesson using a mixture of short and longer answer question styles.</p> <p>Knowledge and skills will both be assessed</p>
	<p><u>Coral reefs</u></p> <ol style="list-style-type: none"> 1. What are corals and coral reefs 2. What conditions do coral reefs need? 3. Why are coral reefs important? 4. Coral reefs under threat 5. Ecosystems and food webs 6. Ocean species – focus on sharks 		
<p>Summer Term 3B Year 7</p>	<p>Intent Why is this taught now? To introduce fieldwork as a key geographical skill.</p>	<ul style="list-style-type: none"> • To understand the importance of collecting data to test a hypothesis 	
	<p>Due to variable term length some topics may take longer than a half term and spill over into the next one. This final term is used to</p>		

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	<p>complete any Coral Reef lessons and assessment and then we move on to skills:</p> <p><u>Fieldwork</u></p> <ol style="list-style-type: none">1. Introduction to the process of fieldwork in Geography2. Local area fieldwork testing the question 'To what extent is Bexleyheath a clone town?'	<ul style="list-style-type: none">• The sequence of Geographical investigation• Possible local area fieldwork to gather own primary data	
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