

## Ridgeway Academy Geography Curriculum Map Year 7

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Content	<p><b>What is Geography?</b></p> <ul style="list-style-type: none"> <li>● Understanding what geography involves</li> <li>● Baseline assessment on maps, physical/human geography</li> <li>● Human and physical world</li> <li>● Local area and location in the world</li> </ul>	<p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>● Map skills: Symbols, grid references, distances, directions, contours, latitude and longitude.</li> <li>● Map making tasks</li> </ul>	<p><b>Raging Rivers</b></p> <ul style="list-style-type: none"> <li>● What rivers are and how water flows into them</li> <li>● How weathering, erosion and transport create river landforms.</li> <li>● Why rivers are important to people</li> <li>● Understand drainage basins</li> <li>● Flood case study (Boscastle), inc. management.</li> </ul>	<p><b>Incredible India</b></p> <ul style="list-style-type: none"> <li>● Exploration of this diverse country – culture, environment, weather/climate, jobs, development and future changes.</li> <li>● Living in India game and decision making.</li> </ul>	<p><b>Does Antarctica Need Protecting?</b></p> <ul style="list-style-type: none"> <li>● Focus on cold environment, adventure travel and introduce environmental issues/sustainability, food chains and webs.</li> <li>● Campaign for future of Antarctica.</li> </ul>	<p><b>How can we protect our environment?</b></p> <ul style="list-style-type: none"> <li>● Environmental issues and biodiversity</li> </ul>
Skills	<ul style="list-style-type: none"> <li>● Using photos</li> <li>● Using maps</li> <li>● Cause and effect</li> <li>● Describing places</li> </ul>	<ul style="list-style-type: none"> <li>● Range of map skills identified above. Maps at various scales and different locations.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify river features on OS maps and images,</li> <li>● Explaining processes of erosion, transport and deposition. Explaining stages in formation of landforms</li> <li>● Use an OS map to draw a cross-section of a river valley</li> <li>● Identify causes, effects and responses.</li> </ul>	<ul style="list-style-type: none"> <li>● Using maps, photos, evidence to investigate place.</li> <li>● Climate graphs</li> <li>● Empathy</li> </ul>	<ul style="list-style-type: none"> <li>● Researching and presenting information</li> <li>● Climate graphs</li> <li>● De Bonos Thinking Hats</li> <li>● Food chains and webs</li> </ul>	<ul style="list-style-type: none"> <li>● Environmental awareness and understanding of sustainability</li> </ul>
Key Questions	<ul style="list-style-type: none"> <li>● What is geography?</li> <li>● Where do we live in the world?</li> </ul>	<ul style="list-style-type: none"> <li>● How can we use maps?</li> <li>● How can we find places and navigate?</li> <li>● How can we create a map?</li> </ul>	<ul style="list-style-type: none"> <li>● Why are rivers important?</li> <li>● Identify, describe and explain river landforms using IDEAL paragraphs.</li> <li>● What happened to Mrs McCormack's TeaRoom?</li> </ul>	<ul style="list-style-type: none"> <li>● Where is India?</li> <li>● What is India like?</li> <li>● What is the culture of India?</li> <li>● How is India changing?</li> <li>● How is the population of India growing?</li> <li>● Where do people in India work?</li> <li>● What is the future for India?</li> </ul>	<ul style="list-style-type: none"> <li>● What is Antarctica like?</li> <li>● Why is it important?</li> <li>● How do plants and animals survive in Antarctica?</li> <li>● What is the future for Antarctica?</li> <li>● What can we learn from Antarctica?</li> </ul>	<ul style="list-style-type: none"> <li>● What biodiversity is there on our school site?</li> <li>● How can we help wildlife and protect the planet?</li> </ul>

<b>Assessment</b>	<ul style="list-style-type: none"> <li>●Baseline assessment task – basic skills, photo analysis and structured writing.</li> </ul>	<ul style="list-style-type: none"> <li>●Map making task and assessment based on the key map skills learnt.</li> </ul>	<ul style="list-style-type: none"> <li>● IDEAL paragraphs</li> <li>● Annotated tinfoil models of a meander</li> <li>● Sketches on the table of a waterfall</li> <li>● River Assessment</li> </ul>	<ul style="list-style-type: none"> <li>●India assessment – challenges and opportunities of living in India extended writing</li> </ul>	<ul style="list-style-type: none"> <li>●‘Destroy to Enjoy’ or ‘Penguins for protection’ campaign making task</li> </ul>	<ul style="list-style-type: none"> <li>●Environment Project</li> </ul>
<b>Literacy/Numeracy/SMSC/Character</b>	<p><b>Keywords:</b> Geography, Physical world, Human world, Environmental world</p> <p>Locate, Describe, Explain, Compare</p>	<p><b>Keywords:</b> Maps, Latitude, Longitude, Symbols, Grid references, Scale, Direction, Distance, Key</p> <p>Map skills Local knowledge</p>	<p><b>Keywords:</b> interception, store, flow, infiltrate, run-off, watershed, hydrologist, abrasion, attrition, hydraulic action, solution, transported, deposition, cross-profile, long-profile, v-shaped valley, waterfall, plunge pool, gorge, meander, oxbow lake, river cliff and beach, lateral erosion, vertical erosion, bradshaw model.</p> <p>Understanding processes and landforms</p>	<p><b>Keywords:</b> India, Culture, Physical/Human, Diversity, Climate, Industry, Population, Development</p> <p>Locate, describe, explain, compare, discuss, evaluate, independent research</p> <p>Cultural diversity and migration</p>	<p><b>Keywords:</b> Antarctica, Treaty, Cold desert, Ice shelf, Explorers, Ocean, Food chain/web, Tourism</p> <p>Organisation and teamwork</p>	<p><b>Keywords:</b> Wildlife, Biodiversity, Climate change, Pollution, Ecosystems, Sustainability</p> <p>Teamwork, community cohesion and environmental protection, leadership</p>
<b>Curricular links</b>	<p><b>Science</b> – habitats and climate change/environmental issues</p>	<p><b>Maths</b> – co-ordinates</p>	<p><b>Prior Learning:</b> What is a Geographer? OS Map Skills. Natural resources, and how rivers are used for industry, weather and climate.</p> <p><b>Future learning:</b> GCSE Geography, physical landscapes of the UK</p> <p><b>Science:</b> Water cycle.</p>	<p><b>History</b> – The Raj and colonial rule, Free Tibet,</p> <p><b>P&amp;E</b> – Hinduism, Buddhism etc.</p>	<p><b>Science - Food chains and webs</b></p> <p><b>History - Campaigns</b></p>	<p><b>Science</b> – Climate change, food chains, ponds, ecosystems, photosynthesis/plants.</p>
<b>DIP/SIP</b>	<p>Baseline data</p>	<p>Opportunities for local fieldwork and use of school site.</p>	<p>Introduce careers in hydrology.</p> <p>Engaging: Enquiry and modelling.</p>	<p>Cultural diversity/ understanding and empathy</p>	<p>Thinking Skills</p> <p>Future</p>	<p>Eco-schools</p> <p>Community cohesion/volunteering</p>