

# GEOGRAPHY CURRICULUM MAP

Curriculum Content: Geography		
<i>Year group</i>	<i>Topics include</i>	<i>By the end of the year, students should be able to:</i>
7	<ul style="list-style-type: none"> <li>● Where in the World?</li> <li>● Map Skills.</li> <li>● India.</li> <li>● Weather and Climate.</li> <li>● Climate Change.</li> <li>● Africa.</li> </ul>	<ul style="list-style-type: none"> <li>● Use simple geographical words.</li> <li>● Describe what places are like.</li> <li>● Describe some different views about places.</li> <li>● Draw and begin to describe simple types of graph.</li> <li>● Use grid references, scale, symbols and contours on an Ordnance Survey map.</li> </ul>
8	<ul style="list-style-type: none"> <li>● Restless Earth.</li> <li>● Russia.</li> <li>● Ice on the Land.</li> <li>● Urbanisation in the UK.</li> <li>● Geography of the Peak District.</li> <li>● Asia.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask geographical questions and investigate answers using a range of skills.</li> <li>● Use geographical words with increasing confidence.</li> <li>● Describe similarities and differences between places.</li> <li>● Recognise and describe human and physical processes.</li> <li>● How physical and human actions can cause change.</li> <li>● Explain why people might have different opinions..</li> </ul>
9	<ul style="list-style-type: none"> <li>● Population Change.</li> <li>● Coastal Processes.</li> <li>● Tourism in the Peak District.</li> <li>● Urbanisation in the UK*.</li> <li>● Russia*.</li> </ul>	<ul style="list-style-type: none"> <li>● Can effectively use a range of different sources of information.</li> <li>● Draw conclusions from evidence.</li> <li>● Recognise links between different places and understand places can depend on each other.</li> <li>● Explain how different environments are changing and how they can be managed.</li> <li>● How people can manage environments sustainably.</li> </ul>

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<p>10</p>	<p>Changing Environments:</p> <ul style="list-style-type: none"> <li>● Coasts and coastal management.</li> <li>● Rivers and river management.</li> <li>● Weather and climate.</li> <li>● Climate change – cause and effect.</li> </ul> <p>Environmental Challenges:</p> <ul style="list-style-type: none"> <li>● How ecosystems function.</li> <li>● Ecosystems under threat.</li> <li>● Water resources and management.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask relevant enquiry questions.</li> <li>● Reach conclusions which consider different opinions.</li> <li>● Describe and explain geographical features from around the world and on different scales.</li> <li>● Describe and explain a range of physical and human processes and recognise that these interact at different scales.</li> <li>● Explain how conflicts can arise over use of environments.</li> <li>● Explain how different approaches to management can benefit places.</li> </ul>
<p>11</p>	<p>Environmental challenges continued...</p> <ul style="list-style-type: none"> <li>● Desertification</li> </ul> <p>Changing Places – Changing Economies:</p> <ul style="list-style-type: none"> <li>● Urbanisation in contrasting global cities.</li> <li>● Urban and rural processes and change in the UK.</li> <li>● A global perspective on development issues.</li> </ul>	<ul style="list-style-type: none"> <li>● Use many sources of information to support my conclusions.</li> <li>● Evaluate different methods of enquiry and consider their influence on the validity of conclusions.</li> <li>● Explain how physical and human processes work together.</li> <li>● Show how processes create geographical patterns.</li> <li>● Explain what is meant by sustainable development.</li> </ul>