

Curriculum Progression Map

Geography



Geography		
Year 7	Topic	Programme of Study
Autumn 1	Where in the world am I?	<p>Why This? Starter topic to assess geographical skills from KS2 Introduction to locational aspects of the curriculum and learning about the local area</p> <p>Why Now? Different levels of skills from primary school Foundation of geographical education Local knowledge so that the topics grow spatially</p> <p>Key Knowledge Grid references, height on a map, direction, scale, reading an OS map Human and physical features, knowledge of local features</p> <p>Key Vocabulary Grid references, contours, spot heights, layer colouring, scale, direction, OS map, human, physical, relief</p> <p>Sources</p> <p>Curriculum Assessment tasks Knowledge test</p> <p>Personal Development links</p>
Autumn 2		<p>Why This?</p> <p>Why Now?</p> <p>Key Knowledge</p> <p>Key Vocabulary</p> <p>Sources</p> <p>Curriculum Assessment tasks</p> <p>Personal Development links</p>
Spring 1	Landscape shapers	<p>Why This? Introduction to the processes of erosion to build on KS2 Links to the local area in terms of the coastal region</p> <p>Why Now? Links to local knowledge building from topic 1 Foundation in processes e.g erosion and transportation Physical topic to follow a human/skills topic</p> <p>Key Knowledge Erosion, transport, deposition processes Features of coasts, river and glaciation Ways that humans interact with the features eg. Coastal defences, flood defences,</p>

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		<p>Key Vocabulary Erosion, transportation, deposition, headland, bay, stack, waterfall, meander, corries, arete, pyramidal peaks, drumlin, erratics</p> <p>Sources</p> <p>Curriculum Assessment tasks Knowledge test Decision making – Should the Holderness Coast be protected?</p> <p>Personal Development links</p>
Spring 2	Issues and challenges in the UK	<p>Why This? Being aware of the economic and political background of the UK Live in small coastal town – need to be aware of issues that affect people elsewhere in the location eg deprivation. Developing knowledge of human geography</p> <p>Why Now? Building on location by moving from local area to the UK- building on knowledge of our area and how it relates to other places in the UK. Starting to build on human knowledge.</p> <p>Key Knowledge Understanding of air pollution, homelessness, poverty, waste and water issues, crime Build on extending explanations as a skill.</p> <p>Key Vocabulary Poverty, deprivation, air pollution, waste, homelessness, recycling, opportunities</p> <p>Sources</p> <p>Curriculum Assessment tasks Knowledge test Decision making exercise – which is the worst issue that the UK is facing?</p> <p>Personal Development links Better citizen</p>
Summer 1	UK weather	<p>Why This? Having taught physical processes of erosion we move onto weather patterns Located within the UK so building place knowledge</p> <p>Why Now? Alternating human and physical topics Based in the UK Weather is better for doing fieldwork around the school and getting various microclimates</p> <p>Key Knowledge Understand of weather maps and how pressure changes affect the weather in the UK. How air masses work, human processes - Impacts of extreme weather in the UK</p> <p>Key Vocabulary Pressure, air masses, precipitation, microclimate, barometer, anemometer, thermometer, polar, maritime, continental, tropical, North atlantic Drift</p> <p>Sources</p> <p>Curriculum Assessment tasks</p>

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		Knowledge test Decision making exercise- which type of extreme weather has the biggest impact? Personal Development links
Summer 2		Why This? Why Now? Key Knowledge Key Vocabulary Sources Curriculum Assessment tasks Personal Development links