

Curriculum Sequencing Grid: Geography

Year 7	Term 1	Term 2	Term 3
Unit	Map Skills	Europe	Africa
Key Retainable Knowledge (Required for Y11/13) What... How.... Why....	<ul style="list-style-type: none"> Continents, countries, capitals, oceans. What does human/physical mean in geography? How to use an OS map? Why do we use map symbols? What are 4 & 6 figure grid references? What is distance/scale? How to read a compass? What is a relief/contours? What does fieldwork mean? 	<ul style="list-style-type: none"> Where are different European countries located? What are the human and physical features of Europe? What are Europe's climate zones? What is the UK's climate like? What ecosystems does the UK contain? Immigration in the UK The EU and Brexit 	<ul style="list-style-type: none"> Where is Africa? What are the human & physical features of Africa? How have countries in Africa over the last 50 years? What are the different regions of Africa? Why should we visit Africa? What is colonisation? What is a 'third-world' country? How can technology improve the socio-economic opportunities within an area?
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	OS Map 4 figure grid reference 6 figure grid reference Contour lines Scale Relief Symbols Compass directions Physical Geography Continent Describe	Country Continent European Union Prevailing wind Polar Tropical Continental Maritime Immigrant Migrant Brexit Trade bloc	Africa Continent Technology Republic Landscape Culture Government Economy History Tourism Colonialism Investment
Opportunities for Reading	ordnancesurvey.co.uk/mapzone/ bbc.co.uk/bitesize/guides/z6j6fa8/test rgs.org/schools/teaching_resources/map-skills/	https://www.britannica.com/place/United-Kingdom https://www.bbc.co.uk/bitesize/guides/zwfqnk/revision/4 https://www.bbc.co.uk/news/uk-politics-32810887	kids-world-travel-guide.com/africa-facts.html
Developing Cultural Capital	<ul style="list-style-type: none"> Understand the reasons why being able to read & navigate using an OS map is important. Appreciation of how map-skills link into other subjects studied at KS3. 	<ul style="list-style-type: none"> To appreciate Europe's place in the wider world To appreciate the UK's place in Europe To understand the fundamental geography of the UK To understand the debate around Britain's place in the EU 	<ul style="list-style-type: none"> To appreciate the issue of inequality in Africa and beyond. To understand the global importance of Africa. To understand the impact of colonialism on African nations.
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> Maths (co-ordinates, interpretation of data) Art (drawing, importance of shading) 	<ul style="list-style-type: none"> Maths (interpreting data) Biology (ecosystems) Politics (Brexit and the EU) 	<ul style="list-style-type: none"> History (colonialism) Maths (drawing climate graphs)
Key Assessment	End of unit assessment	End of unit assessment	End of unit assessment

Curriculum Sequencing Grid: Geography

Year 7	Term 4	Term 5	Term 6
Unit	South America	Asia	Antarctica
Key Retainable Knowledge (Required for Y11/13) What... How.... Why....	<ul style="list-style-type: none"> What is the human and physical geography of South America? How do different South American countries compare? What is the human geography of Brazil? What is the climate of Brazil? What is the structure of a tropical rainforest? How are animals and plants adapted to survive in the rainforest? What opportunities are there to exploit the rainforest? What are the negative effects of deforestation? How can the rainforest be used sustainably? 	<ul style="list-style-type: none"> What is the human and physical geography of Asia? What is the geography of China? How has Chinese investment in Africa had positive and negative impacts? What have been the causes and effects of Chinese migration to the EU? Why do tourists visit China? What are the causes and effects of China's one child policy? What are the conditions of sweatshops in China? What is/was the legacy of the 2008 Olympic games? 	<ul style="list-style-type: none"> What are the characteristics of Antarctica? What are the causes & impacts of global warming on Antarctica? What strategies are in place to protect Antarctica? What are the challenges of development in cold environments? How does the research undertaken on Antarctica impact the wider world?
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Tropical rainforest Precipitation Temperature Shrub layer Understory Canopy Emergent Deforestation Logging Mineral extraction Slash and burn Indigenous Ecotourism Selective logging	Plateau Megacity Grassland Mineral extraction Migration Economic Tourism One-child policy Sweatshop	Climate Frostbite Antarctic Treaty Resource Whaling Explorer Global Warming Atmosphere Expedition Adapted Foodweb Pressure
Opportunities for Reading	https://www.britannica.com/place/South-America https://www.britannica.com/science/tropical-rainforest https://wwf.panda.org/our_work/forests/importance_forests/tropical_rainforest/ https://www.rainforestfoundationuk.org/	https://www.nationalgeographic.org/encyclopedia/asia/ https://www.travelchinaguide.com/intro/geography/ https://www.britannica.com/topic/one-child-policy https://www.bbc.co.uk/news/education-51149445 https://www.olympic.org/news/legacies-of-olympic-games-2008-set-to-benefit-beijing-2022	discoveriantarctica.org.uk/ wwf.org.uk/where-we-work/places/antarctic
Developing Cultural Capital	<ul style="list-style-type: none"> Awareness of the difficulty in balancing social, economic and environmental needs Awareness of how individual actions have an impact elsewhere – the role of the global citizen. 	<ul style="list-style-type: none"> To appreciate the importance of the largest country in the world in terms of population and economy. To understand the impacts of China's investment in other countries, including migration. 	<ul style="list-style-type: none"> Appreciation of how research conducted on Antarctica can impact the wider world To know how human activity has impacted Antarctica. To suggest how humans can protect Antarctica
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> Maths (drawing climate graphs and analysing data) Biology (ecosystems) 	<ul style="list-style-type: none"> History (links to colonialism in the context of discussion around neo-colonialism) Citizenship (the role of Chinese migration in shaping British cities) 	<ul style="list-style-type: none"> Biology (climate of Antarctica, what organisms inhabit the region & how do they survive) History (the discovery of Antarctica & the importance of the region on the world today)
Key Assessment	End of unit assessment	End of unit assessment	End of unit assessment

