MARICOURT CATHOLIC HIGH SCHOOL & SIXTH FORM CENTRE

Curriculum Journey 2025-2026
Subject: Geography

Year 7	Half Term 1	Half term 2	Half Term 3	Half Term 4	Half term 5	Half Term 6
Topic	**What is geography?** **What does Geography mean to me?** – Ks2 prior knowledge, terminology, types of Geography linked to Liverpool. **What can we learn from Maps?** Landmarks, places, types of maps, compass points **How do we locate places?** –longitude and latitude of famous world landmarks (places studied at KS2/ where they may have been) – Compass descriptions of local area	**How does population affect a country?** **How do we measure population –** how do we know the global population **What is population density? –** How we measure the population of an area **What is the UK's population distribution?** How the UK is affected by population **What makes a country developed?** – Causes of development **How do we map Development? –** development indicators **How has the UK developed?** UK's	**How does migration affect our world?** **What is migration?** – push and pull factors. Rural to urban migration, Internal to international **Where do people migrate?** – location of worlds migrations. Local and international **What problems does migration cause?** – Identifying the challenges caused by migration **What are the solutions migration?-** how the problems caused by migration are being tackled.	**How do plates challenge how we live?** **The earth has layers?** – Structure of the earth and characteristics **Where do volcanoes and earthquakes take place?** – Latitude and longitude of earthquakes and volcanoes. Plate boundaries **What are the features of a volcano?** **What happened when the Volcano erupted in Iceland?** Case study of causes, impacts and responses to the E15 eruption	**Why is weather so important?** **What is weather?** – look at different types of weather and impact on UK. Measuring Weather **How is climate different to weather?** – UK climate and how it compares to the world climate **How do we measure Climate?-** Climate graphs **How does the climate affect the ecosystem?** Ecosystems – Biomes and comparing them	**How does geography affect our local area? – Synoptic** **How can we map Liverpool?** **How has Liverpool's population changed?** **How has Liverpool developed over time?** **How has Liverpool declined and regenerated?** **Why is Liverpool a tourist attraction?** **Liverpool in a box presentations.**

	You can't build there - Why do people live there? – Settlements to villages to towns **What is the difference between rural and urban?** Towns to cities – Urban v Rural scale, Maps **How do we know how high we live? –** Contours, height spots, valleys and spurs	development and economy through history		**What are the features of an earthquake?** **What are the features of a tsunami?** **What happened when there was a tsunami in Japan?** Case study of the causes, impacts and responses to the Tohoku tsunami. **How can we protect ourselves from an earthquake? –** Analysis of measures taken to protect from earthquakes – Prediction, preparation and planning	along with adaptations. **Types of rainfall –** process of frontal, convectional and relief rainfall **Why did Britain freeze? –** case study of cause and impacts of the Beast from the East. **What happened during the floods in Valencia?** Case study of the cause and impacts of flooding in Valencia. **What is a micro-climate? –** factors affecting microclimates	
Vocabulary	1. Physical geography 2. Human geography 3. Environmental Geography 4. Latitude	1. Development 2. Development indicator 3. Colonialism 4. Primary Sector 5. Secondary Sector	1. Migration 2. Push factor 3. Pull factor 4. Rural-urban migration 5. Internal migration	1. Crust 2. Mantle 3. Core 4. Destructive 5. Constructive 6. Conservative 7. Subduction	1. Weather 2. Climate 3. Climate zone 4. Ecosystem 5. Biome	1. OS map 2. Site 3. Situation 4. Locale 5. Industrialisation

	5. Longitude 6. Urban 7. Rural 8. OS map 9. Grid reference 10. Choropleth Maps 11. Contour lines 12. Settlement	6. Tertiary Sector 7. Quaternary Sector 8. Sparsely populated 9. Densely populated	6. International migration 7. Tourism	8. Volcano 9. Earthquake 10. Focus 11. Epicentre 12. Seismic waves 13. Tsunami 14. Aseismic	6. Precipitation 7. Water cycle 8. Air mass 9. Flood 10. Urban heat island 11. Microclimate	6. Deindustrialisation 7. Regeneration 8. Multicultural 9. Pollution 10. Urban Heat Island
Skills	Latitude and longitude OS map Contour Choropleth Photo analysis Evaluation	Choropleth maps OS maps Desire line map Population pyramid Graph description Evaluation	Choropleth maps OS maps Desire line map Population pyramid Graph description Evaluation	Latitude and longitude Choropleth map Evaluation	Choropleth map Climate graph Graph description Graph creation	Map skills Graph skills Photo analysis
Assessment	Baseline Assessment Milestone assessment – map skills	Summative Assessment - Knowledge - Map and graph skills - Extended writing - Development	Milestone assessment - Knowledge - Map and graph skills - Knowledge (Development indicators and economic sectors) - Extended writing	Summative Assessment Knowledge Map skills Extended written piece answering topic question 'How do plates challenge how we live?'	Milestone Assessment Fieldwork report of microclimates around the school site.	Milestone Assessment Liverpool in a Box Presentation
Links to prior learning	Students should have an awareness from KS2 of different regions of the world – including continents and oceans. Students may have	Students may have a preconceived understanding of rich and poor countries; this language will be adapted to developing and developed. In this topic students will be	This topic leads on from the previous topic, luning development and population to the movement of people through push and pull factors linked to	Students may have learnt about volcanoes or earthquakes, or other natural disasters in KS2. They may also have an awareness from media, such as	Students should have a basic understanding of different types of weather from KS2 and day to day lived experience. Some may have a	Students will have learnt the components of a variety of themes including development, migration, natural disasters and

	learnt coordinates at KS2.	describing choropleth maps, which they will have been exposed to and will have practiced in the previous topic.	knowledge of development Additionally, students will have a basic understanding of different cities and places.	books, films or the news. Knowledge from the development and migration needed for the understanding of the impact of natural disaster. Students will revisit their understanding of latitude and longitude from the first topic to locate different tectonic events around the world	deeper. This will build on techtoics and migration as the physical components of weather are linked to real world case studies. The use of line graphs, and bar charts will be built upon through combining these two graph types in a climate graph.	weather. Students will need of harness the knowledge of these topics to identify features within Liverpool.
Catholic Social Teaching	**The Common Good and Creation and Environment** In this topic students will be introduced to a range of geographical themes which will underpin the rest of their learning.	**Solidarity and Option for the Poor** In this topic students will be able to compare developed and less developed parts of the world, thinking about how less developed areas can be supported.	**The Common Good, Creation and Environment, Stewardship** In this topic students will think about the movement of people around the world. They will be encouraged to think about the importance of being inclusive to everybody within a country. In addition, they will discuss the impact of our population on our surrounding world, and how we can ensure we have a positive impact on the	**Creation and Environment, Option for the Poor, Solidarity** In this topic students will learn about the physical processes behind geographical phenomena affecting our planet. They will then consider how this affects people during real world events, showing compassion for the impacts of natural disasters around the world. They will then consider these impacts when learning about how tectonic	**Creation and Environment, Solidarity** In this topic students will learn about the physical processes behind geographical phenomena affecting our planet. They will then consider how this affects people during real world events, showing compassion for the impacts of extreme weather events around the world.	**Creation and Environment** In this topic students will develop a respect and appreciation for their surrounding area, as well an understanding the changes and impacts it has undergone.

			places in which we live and visit.	hazards can be managed to minimize the risk.		
Careers and Personal Development links	Cartographer Statistician Town Planner	Politician Statistician Charity worker Service provider (e.g. doctor/ teacher/ office worker) Researcher Banker	Statistician Tour guide	Seismologist Volcanologist Aid worker	Ecologist Meteorologist Weather reporter	Cartographer Town planner Tour guide Local MP