

Year 7

The overall theme of this year is **Place and Space**, where students understand our position in the world. The curriculum has been crafted to ensure that there is continued delivery of all four key concepts. Enquiry and Skills; Pattern and Processes; Environmental Change and Places. It provides an introduction for those whose experience of KS2 Geography may have been limited and allows for practise of skills, such as mapwork. An overarching theme throughout KS3 is climate change.



									EOY Assessment Point							
							HT5		HT6							
			HT3:		HT4		Overarching unit intent:		Overarching unit intent:							
			HT2:		HT3:		Assessment Point: Summative or AFL		Overarching unit intent:							
HT1:			Assessment Point: Summative or AFL		HT3:		HT3 and HT4 (with elements of HT1 and HT2)		Overarching unit intent:							
<p>Overarching unit intent:</p> <p>1. Where in the World?</p> <p>Understand the difference between human and physical Geography.</p> <p>Understand where we are in the world: city, region, country, continent.</p> <p>Atlas skills.</p> <p>An introduction to climate change.</p> <p>Catholic Social Teaching: Stewardship Rights and responsibilities</p>			<p>Overarching unit intent:</p> <p>2. Earthquakes</p> <p>Understand the structure of the Earth and how earthquakes are caused.</p> <p>Describe effects and responses to tectonic hazards.</p> <p>Eco opportunities in term:</p> <p>Human and natural causes (volcanoes) of climate change. Impact of climate change. Frequency of natural hazards</p> <p>Option for the poor Participation Solidarity</p>		<p>HT3:</p> <p>3. Map skills and coasts</p> <p>Develop OS map skills including four/six figure grid references, scale and latitude and longitude.</p> <p>Explain how coasts change the landscape over time through processes of erosion and deposition.</p> <p>Use OS maps to identify landforms created by coasts and to explore coastal areas.</p>		<p>HT4</p> <p>Overarching unit intent:</p> <p>4. Population</p> <p>Investigating population density and change.</p> <p>Measure population change.</p> <p>Introduce next topic of India through study of their rising population.</p> <p>Measuring change: coastal erosion, changing population. Human causes of climate change: over population</p> <p>Participation Solidarity</p>		<p>Assessment Point: Summative or AFL</p> <p>HT3 and HT4 (with elements of HT1 and HT2)</p> <p>Key disciplinary knowledge</p> <p>Written assessment: Map skills and glaciation test</p> <p>Key word tests Recall tests Population</p> <p>Key Concepts</p> <p>Enquiry and Skills Places Pattern and Processes Environmental Change</p> <p>Career links</p> <p>Data analyst Tour guide Travel agent Pilot</p>		<p>HT5</p> <p>Overarching unit intent:</p> <p>5. India</p> <p>Discover about India's human and physical Geography, including climate and population.</p> <p>Investigate the slum of Dharavi and the impact of globalisation on Bangalore.</p> <p>Interleaving population change.</p> <p>Option for the poor Human dignity Common good</p>		<p>HT6</p> <p>Overarching unit intent:</p> <p>6. Natural resources</p> <p>Understanding that different biomes are huge ecosystems that balance the relationship between rocks, soil, plants and animals.</p> <p>Interleaving atlas skills to identify biomes.</p> <p>Explain that water and fossil fuels are resources that are essential for life.</p> <p>Interleaving impact of climate change upon the environment.</p> <p>Ecosystems Globalisation vs. sustainability Fossil fuels contributing to climate change. Renewable energy sources.</p> <p>Stewardship Rights and responsibilities Subsidiarity Common good</p>		<p>HT5 – HT6 (with elements of HT1 - HT4)</p> <p>Key disciplinary knowledge</p> <p>Written assessment: India test</p> <p>Key word tests Recall tests Natural resources</p> <p>Key Concepts</p> <p>Enquiry and Skills Places Pattern and Processes Environmental Change</p> <p>Career links</p> <p>Environmentalist TNCs Urban planning Scientist Geologist Zoologist</p>	



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