

CURRICULUM MAP

Year 7

We need to bear in mind that the KS2 Geography National Curriculum is rarely delivered in its entirety. Therefore HT1 is a foundation to allow progression through the rest of the year.

The curriculum has been crafted to ensure that there is delivery of 4 themes (key concepts).



ST JAMES'
CATHOLIC HIGH SCHOOL

N.B There will be some degree of overlap between topics between each half term.

								EOY Assessment Point							
				HT3:		HT4:		HT5							
		HT2:		Overarching unit intent:		Overarching unit intent:		HT6:							
HT1:		Assessment Point: Summative or AFL		3.Making Connections		Assessment Point: Summative or AFL		Overarching unit intent:							
<p>Overarching unit intent:</p> <p><u>1.Where in the world</u></p> <p>Define GB, UK and BI</p> <p>Map physical features of the British Isles, Europe and the world</p> <p>Map major cities and regions in the UK, Europe and the world</p> <p>Map the continents and oceans of the world</p> <p>Assessment 1.Tour of England 2. EOU test</p>		<p>Overarching unit intent:</p> <p><u>2.Tectonic Hazards</u></p> <p>Structure of the Earth</p> <p>The link between tectonic plates, plate boundaries and earthquakes/volcanoes</p> <p>Cause and effects of tectonic hazards</p> <p>LIC/HIC Responses</p> <p>Assessment 1.Earthquake oracy TV presentation. 2.EoU test</p> <p>NB: Link with science (plate tectonics, structure of the earth)</p>		<p>HT1 & HT2</p> <p>Key disciplinary knowledge</p> <p>Understanding the geography of the UK and its place in the world</p> <p>Understanding how tectonic processes leads to earthquakes and volcanoes</p> <p>Key Concepts</p> <p>Enquiry and Skills</p> <p>Places</p> <p>Pattern and Processes</p>		<p>Overarching unit intent:</p> <p><u>4.Population</u></p> <p>Changing populations Population distribution Population structure Controlling population</p> <p>Assessment 1. EoU test 5. India</p> <p>Political and physical maps of the sub – continent</p> <p>Examining the diversity of its landscape, climate and environment.</p> <p>Climate: The monsoon, links with irrigation / farming.</p> <p>Life in India</p> <p>NB: Link with R.E (cultural diversity) and history (colonialism)</p>		<p>HT3 and HT4 (with elements of HT1)</p> <p>Key disciplinary knowledge</p> <p>Understanding more difficult map skills and using them in OS maps</p> <p>Understanding the population distribution and density</p> <p>Understanding India's physical and human geography</p> <p>Key Concepts</p> <p>Enquiry and skills</p> <p>Places</p> <p>Pattern and processes</p> <p>Environmental change</p>		<p>Overarching unit intent:</p> <p>India cont.: India as a <u>developing nation</u></p> <p>Population distribution and density</p> <p>Life in Dharavi, Mumbai</p> <p>Problems and solutions of squatter settlements</p> <p>Bangalore - a globalised city?</p> <p>Assessment 1.EOU test</p> <p>5.Manchester</p> <p>Types of settlement and function</p> <p>The North West of England. Mapwork of Manchester and region.</p> <p>Origins of Manchester as a settlement</p>		<p>Overarching unit intent:</p> <p>Industrialisation and population change</p> <p>Role of transport</p> <p>Modern Manchester</p> <p>Fieldwork opportunity to Manchester CBD</p> <p>N B Link with History Industrial Revolution</p> <p>Assessment: 1.Manchester Project 2.EoU test</p> <p>6. Urbanisation (optional extra if time permits)</p> <p>Population increase in cities Rural to Urban migration, natural increase</p> <p>Case study - LIC city</p>		<p>HT1 – HT6</p> <p>Key Disciplinary Knowledge</p> <p>Where in the World Tectonic processes and hazards Making Connections- OS map and Atlas work Population India Urbanisation – Mumbai; Manchester and an LIC city</p> <p>Key Concepts</p> <p>Enquiry and Skills</p> <p>Places</p> <p>Pattern and Processes</p> <p>Environmental Change</p>	