

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

							HT6:	EOY Assessment Point
							HT5	HT1 – HT6
							Overarching unit intent:	Key Disciplinary Knowledge
							India cont.: India as a <u>developing nation</u>	Mapping the world Tectonic Processes Making connections- OS map and Atlas work Population –India (LIC) Urbanisation –Mumbai (LIC); Manchester (HIC)
			HT3:	HT4:			<u>5a.How Manchester grew as a settlement</u>	
	HT2:	Assessment Point: Summative or AFL	<u>Overarching unit intent:</u>	<u>Overarching unit intent:</u>	Assessment Point: Summative or AFL	Overarching unit intent:	Types of settlement and function	
HT1:	<u>Overarching unit intent:</u>	<i>HT1 & HT2</i>	<u>3.What connections can we make using OS maps?</u>	<u>4.Population: How busy is the World?</u>	HT3 and HT4 (with elements of HT1 using maps of the world and building on locational knowledge)	India cont.: India as a <u>developing nation</u>	The North West of England. Mapwork of Manchester and region.	<u>Key Concepts</u>
<u>Overarching unit intent:</u>	<u>2.What are the tectonic processes that lead to natural hazards?</u>	<u>Key disciplinary knowledge</u>	Grid references-4&6 Scale Direction OS Symbols Contours Cross-sections ; Atlas skills <u>Latitude and Longitude</u> Tilt of the earth and its effects on length of day/ night and seasons.	Map work of historical population change Birth rate/Death rate Sanitation/clean water/Medical care	Key disciplinary knowledge	Climate: The monsoon, links with irrigation / farming.	Origins of Manchester as a settlement	<u>Enquiry and Skills</u>
<u>1.Where are we in the World, Europe, and UK?</u>	Sections of the Earth	Understanding the basic geography of the UK and its place in the world	Revisit: Yr 7 HT1- map work of the UK	Largest countries in terms of population Population distribution and density	Understanding more difficult map skills and using them in OS maps.	Population distribution and density.	Industrialisation and population change	Pattern and Processes
Define the UK	The link between Tectonic plates, Plate boundaries and Earthquakes/Volcanoes	Understanding how tectonic processes leads to earthquakes and volcanoes	NB: This unit has direct Cross curricular links with Maths – use of coordinates, angles, degrees, coordinates) and Science (seasons, daylight length)	4a.Locational knowledge of India (LIC in Asia). Comparing India to the UK.	Understanding the population distribution and density in the world	Poverty in a slum: Dhavari Mumbai	Role of transport	Environmental Change
Map physical features of the British Isles, Europe and the World	Cause, Effects and responses to tectonic hazards	<u>Key Concepts</u>		India Political and Physical Maps of the sub – continent Including its neighbours)	Understanding India's physical and human geography	Interdependence and India's role in the world, Bangalore	Modern Manchester	
Map major cities and regions in the UK, Europe and the World	Why do people live in these difficult environments?	Enquiry and Skills	<u>Assessment</u> 1. Contour models 2.Making Connections Exams1&2	Examining the diversity of its landscape, climate and environment.	Key Concepts	Assessment 1.Population and India Exam	Fieldwork opportunity to Manchester CBD	
Map the continents and oceans of the world	Assessment 1.Earthquake pupil TV presentation. 2.EoU test	Places		NB Link with R E Cultural diversity , History Colonialisation	Enquiry and skills	5.Urbanisation- Living in cities Population increase in cities, Rural to Urban migration , Natural increase	N B Link with History Industrial Revolution	
Assessment 1.Baseline test, (followed by resubmission after lessons) 2.Tour of England	NB Link with Science Plate tectonics, structure of the earth.	Pattern and Processes			Places	Case study-Mumbai (LIC)	<u>Assessment:</u> 1.Manchester Project 2.EoU test	