

## 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.



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								EOY Assessment Point
HT1:	HT2:	Assessment Point: Summative or AFL	HT3:	HT4	Assessment Point: Summative or AFL	HT5	HT6:	HT5 – HT6 (with elements of HT1 - HT4)
<b>Overarching unit intent:</b>  <b>1. Where in the World?</b>  Understand the difference between human and physical Geography.  Understand where we are in the world: city, region, country, continent.  Atlas skills.  Catholic Social Teaching: Stewardship Rights and responsibilities	<b>Overarching unit intent:</b>  <b>2. Earthquakes</b>  Understand the structure of the Earth and how earthquakes are caused.  Describe effects and responses to tectonic hazards.  Eco opportunities in term:  Frequency of natural hazards  Option for the poor Participation Solidarity	<b>HT1 &amp; HT2</b>  <b>Key disciplinary knowledge</b>  <b>Written assessment:</b> Tour of England Baseline test Earthquakes test  <b>Oracy assessment:</b> TV news report  <b>Key word tests</b>  <b>Key Concepts</b>  Enquiry and Skills Places Pattern and Processes Environmental Change  <b>Career links</b>  Cartographer Journalist Seismologist News reporter Emergency service	<b>3. Map skills and coasts</b>  <b>Overarching unit intent:</b>  Develop OS map skills including four/six figure grid references, scale and latitude and longitude.  Explain how coasts change the landscape over time through processes of erosion and deposition.  Use OS maps to identify landforms created by coasts and to explore coastal areas.	<b>4. Population</b>  <b>Overarching unit intent:</b>  Investigating population density and change.  Measuring and managing population change with China as an example.  Introduce next topic of India through study of their rising population.  Measuring change: coastal erosion, changing population.  Participation Solidarity	<b>HT3 and HT4 (with elements of HT1 and HT2)</b>  <b>Key disciplinary knowledge</b>  <b>Written assessment:</b> Map skills and coasts test  <b>Key word tests</b> Recall tests Population  <b>Key Concepts</b>  Enquiry and Skills Places Pattern and Processes Environmental Change  <b>Career links</b>  Data analyst Tour guide Travel agent Pilot	<b>5. India</b>  <b>Overarching unit intent:</b>  Discover about India's human and physical Geography, including climate and population.  Investigate the slum of Dharavi and the impact of globalisation on Bangalore.  Interleaving population change.  Option for the poor Human dignity Common good	<b>6. Ecosystems</b>  <b>Overarching unit intent:</b>  Understanding that different biomes are huge ecosystems that balance the relationship between soil, plants and animals.  Interleaving atlas skills to identify biomes.  Using tropical rainforests as an example of the opportunities and management of a biome..  Ecosystems Globalisation vs. sustainability Tropical rainforests  Stewardship Rights and responsibilities Subsidiarity Common good	<b>HT5 – HT6 (with elements of HT1 - HT4)</b>  <b>Key disciplinary knowledge</b>  <b>Written assessment:</b> India test  <b>Key word tests</b> Recall tests Ecosystems  <b>Key Concepts</b>  Enquiry and Skills Places Pattern and Processes Environmental Change  <b>Career links</b>  Environmentalist TNCs Urban planning Scientist Geologist Zoologist



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