

**Subject:** Geography

**Year 7**

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

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| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning**  **Autumn Term** | **Scheme of Learning**  **Spring Term** | **Scheme of Learning**  **Summer Term** |
| Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. | **Introduction to Geography**  **Map Skills**  Where in UK?  Compass points  Map Symbols  Grid Reference  Atlas skills  Height and relief  Longitude and Latitude  **Ecosystems**  What is an extreme environment?  Rainforests  Exploring the Wilderness  The structure of a Rainforest  Life in the Rainforest  Deforestation and climate change  Deforestation mystery | **Population**  Population distribution  Population explosion  Population pyramids  Comparing pyramids  A growing Population  Ageing Population  Japan-case study  **Settlement**  What is a settlement?  Settlement Functions  Site, Situation, Settlement, Patterns  Field Work – Local Planning of Carlton  Why Settlements change over time  Burgess and Hoyte- What is a CBD?  Changes to Retail  Cities around the world  Comparison to London | **Weather and Climate**  Weather and climate in the UK  Measuring Weather  FIELDWORK- What is the weather and micro climate of the school  Water Cycle  **Energy**  Where does energy come from?  Renewable Energy  Disaster and Energy  What is Oil actually used for  Dubai- The Oil that powers the country.  Fracking- What is fracking  Wind farms |
| **Hinterland Knowledge** | Exploring the Wilderness- What does wilderness mean (link to English word of the week)? Key words Equatorial.  What is the greenhouse effect- Links to biology.  REASONING- NEWS ARTICLES TO READ FOR LITERACY. | DESCRIBE AND EXPLAIN, HISTORY OF INDUSTRIAL REVOLUTION (TO BE LINKED TO KS4 SoW AND MANCHESTER CASE STUDY)  Population pyramids- What are PP, how are they structured. How do we use PP? Understanding why certain global areas are difference. (MATHS- DATA ANALYSIS-ATLAS WORK)  What are the local, national and global impacts of the changes? (LINK TO SCHOOL ETHOS- HOW DOES THIS IMPACT OUR PLANET?)  What is a settlement –Personal settlement of Goole and Selby)  FIELDWORK: LOCAL PLANNING OF CARLTON | Weather and Climate- How does this influence your choices? Holiday?  Weather and climate in the UK- Would this effect where you would choose to settle?  What is the weather and micro climate of the school? METHODOLOGY, DATA ANALYSIS, LINK TO SCIENCE CURRICULUM AND MATHS FOR PRESENTATION OF DATA  Wind farms- What are they? How are they linked to UK? How are they linked to Goole? Hull? |
| **Assessment: Formative Techniques**  **Summative Pieces** | INTERACTIONS from our learning model. Active, deeper questioning, think-pair-share, ‘basketball’ rather than ‘ping-pong’, quizzes, ‘always, sometimes, never true’, multiple choice questions, flashback 4 starter questions. Fastest Finger First, Most accurate finger wins. | | |
| Mid Unit test for Map skills and compass points, End of Unit test for Map Skills, Extended writing piece for ecosystem location, End of unit test. | Fieldwork skills | Fieldwork presentation, Exam based questions level 1-2 using command words Describe and explain. |
| **Key Vocabulary** | Atlas, map, grid reference, longitude, latitude, compass points, symbol, relief, gradient, human, physical.  Ecosystem, biome, rainforest, wilderness, South America, Brazil, indigenous, climate change, greenhouse effect. | Population, distribution, explosion, population pyramids, birth rate, death rate, ageing population pyramids. Causes and effects.  Settlement, function, city, town, hamlet, mega city, infrastructure, Burgess and Hoyte model, land use, favela, regeneration, gentrification. | Weather, Climate, atmosphere, global atmospheric conditions, Trans-Atlantic drift, air pressure, temperature, climate graph,  energy, deficit, fracking, wind turbines, solar panels, renewable, non-renewable. |
| **Key Skills** | Map skills, Atlas Skills, Location skills, Analysis of data, Reading of quality source materials. | Fieldwork skills, Data analysis, Map skills, GIS, Street view, History | Fieldwork, Data Analysis, Extended writing, Exam techniques, GIS-Weather, Reading quality source material, Case study knowledge |
| **Opportunities Outside the taught curriculum.** | Links to school Ethos around global citizenship. Fieldwork around the local area. | | |