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| **Year 7 Curriculum Overview [2024-2025]**  **Geography** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT1**  **HT2** | Geographical skills and application  Physical geography of the UK  Human Geography of the UK | * 3 different types of geography – human, physical, environmental * Who is St Francis of Assisi and why is he our patron saint in Geography? * Continents and major oceans * Longitude and latitude * Atlas skills * Scale * 4 and 6 figure grid references * Contour lines * Measuring distance * Map symbols * Countries that make up the UK * Describe and compare the upland and lowland areas of the UK. * Locate some of the UK’s physical features. * Locate the major cities that make up the UK. * Locate a range of human features in the UK. | Initial retrieval of KS2 knowledge | * Key vocabulary * Guided reading * Comparative writing | Group work  Map analysis | MCQ on key concepts learnt  Formative assessment throughout.  Summative assessment on geographical skills and application  Extended MCQ |
| What is development?  How do we measure development?  Democratic Republic of Congo case Study  How can we close the development gap? | * How do we define development? * Countries are classified as developing, emerging or developed (LIC, NEE and HIC.) * Assess the ways we measure development and which are the most accurate * Describe how quality of life varies across the DRC and understand how it is different to the UK * Explain the social, physical and political factors that have hindered the DRC’s development. * Evaluate the strategies being used to try and close the gap. * The difference between bottom-up and top-down projects. * The opportunities and challenges when trying to close the development gap. | Initial retrieval of KS2 knowledge | * Key vocabulary * Guided reading * Comparative writing * Key vocabulary * Guided reading * Comparative writing * Decision based extended writing |  | End of unit summative assessment. |
| **Year 7 Curriculum Overview [2023/2024]**  **Geography** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT3** | Coastal processes | * Describe the differences between constructive and destructive waves * Describe and explain the main coastal processes – weathering, erosion, transportation and deposition. | * OS map skills from HT1 * Physical and human geography from HT1 | * Key vocabulary * Extended writing opportunities to apply vocabulary | * Groupwork * Analytical skills | MCQ and formative assessment on application of maps skills |
| Coastal landforms | * Describe how coastal landforms are formed. * Explain how different rock types are affected by erosion |  |  |  |  |
| Coastal management | * Describe the difference between hard and soft engineering techniques. * Explain how hard and soft engineering strategies help to protect the coast * Assess the effectiveness of coastal management strategies * Explain the climate change is posing a threat to coastal | * Physical and human geography from HT1 | * Key vocabulary * Description and explanation writing * Extended decision-making writing | * Decision making skills * Critical thinking * Problem solving | End of unit summative assessment. |
| **HT4** | Weather and climate | * Defining what weather and climate are. * Interpreting a climate graph of the UK | * Prior learning from KS2 | * Key vocabulary * Description and explanation-based writing | Numeracy skills  Analytical skills | Formative assessment throughout the unit |
| Factors affecting climate | * To describe and explain the factors that affect climate: latitude, altitude, distance from the sea and prevailing wind. |  |  |  |  |
| Why does it rain? | * To explain how the three types of rainfall are formed |  |  |  | MCQ |
| How do air masses affect the climate of the UK | * To describe and explain the air masses that effect the UK * To understand how they influence our climate |  |  |  |  |
| High and low pressure | * To understand the conditions that high- and low-pressure systems create * To describe and explain the processes that create high- and low-pressure systems |  |  |  | MCQ |
| Extreme weather | * Case study of the recent heatwave of 2022. * To understand the causes of the event * To describe and explain the impacts of the heatwave. * Is our weather becoming more extreme in the UK? |  |  | Decision making skills  Analytical skills. | Formative assessment throughout the unit |
| Tropical storms | * What are tropical storms and how do they form? * Case study of Hurricane Ian 2022 |  |  |  | Summative assessment |
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| **Year 7 Curriculum Overview [2024-2025]**  **Geography** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
|  | Location of Africa | * Use of Atlas to locate Africa * Describe the location of Africa | Map skills HT1 | * Description and explanation-based writing * Guided reading | Map interpretation | Formative  MCQ |
| **HT5** | Physical geography of Africa | * Locate physical features of Africa * Describe the location of physical features in Africa * Describer and explain the biomes found in Africa * Explain the reasons for the diverse landscapes in Africa |  |  |  | Summative end of unit assessment |
|  | Human geography of Africa | * Describe and compare how life in different African countries differs * Explain why Africa is a diverse continent * Explain some of the challenges faced by African countries * Explain the opportunities for development in Africa | HT2 development |  |  |  |
| **HT6** | Urban patterns in the UK | * To explain the factors that have influenced to location of cities across the UK |  |  |  |  |
|  | Urban change in Manchester | * Describe the location of Manchester * Explain how Manchester has changed over time * Explain how deindustrialisation impacted on Manchester * Explain how urban regeneration has helped to improve Manchester * Explain how urban sprawl is is putting pressure on Manchester’s rural areas * Explain how counter urbanisation is causing challenges in Manchester * Explain how Manchester is aiming to become a sustainable city |  | Explanation and evaluation-based writing  Extended writing tasks | Interpreting maps  Decision making | Formative assessment throughout the topic  End of unit summative assessment |

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| **Catholicity across the Geography Curriculum** | **Throughout Year 7, pupils study topics that balance both physical human geographical ideas and skills. They will also begin to apply the principles of catholic social teaching to lessons, to guide them in living out their faith in the world.**  **HT1 – who is St Francis of Assisi our patron saint? How can we embody and honour his beliefs?**  **HT2 – Through the development unit, pupils will focus on the CST principle of option for the poor. This will remind them of God’s preferential love for the poorest and most vulnerable people. God’s love is universal; he does not side with oppressors but loves the humble.**  **HT5 – Throught the Africa unit, pupils will focus on the CST principles of dignity, options for the poor and common good. Pupils will reflect on the belief that every human person is made in the image and likeness of God. This is a gift that we all share as fellow human beings; we are all infinitely loved by our Creator.**  **Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty. Following in the footsteps of Christ, we hope to make present in our unjust and broken world, the justice, love and peace of God.** |