



# St Richard Reynolds Catholic High School

<b>SUBJECT: Geography</b> <b>YEAR GROUP: 7</b>	
<b>TOPICS COVERED:</b> Geological timescales, Locational geography of the UK and major world regions; Geographical skills, mapping and GIS; rocks, weathering and soil; population and urbanisation; Africa; rivers	
<b>PROGRAMME OF STUDY</b>	<b>METHOD OF ASSESSMENT</b>
<b>Autumn Half Term 1: Location, Location, Location!</b> <ul style="list-style-type: none"><li>● Students can describe and explain what the study of Geography is and why it is relevant to the world today</li><li>● Students will be able to describe and explain The Big Bang Theory</li><li>● Students will understand and can identify key elements of the geological timescale</li><li>● Students can confidently use globes, maps and atlases</li><li>● Students can locate and connect key physical and human features at a range of scales: global, regional and local.</li><li>● <b>** Fieldwork Opportunity** understanding local area</b></li></ul>	Test on key human and physical features Description piece of geological timescales – led by learning style, i.e. annotated diagram, role play etc  Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.

<p><b>Autumn Half Term 2: Geographical Information Systems</b></p> <ul style="list-style-type: none"> <li>• Students will be able to develop skills in reading maps, using co-ordinates 6 figure and 8 figure, look at symbols and their meanings, scale, relief, using a compass and directions</li> <li>• Students can interpret OS maps aerial and satellite photography</li> <li>• Students can interpret and analyse GIS</li> <li>• Students can structure and develop their own field work <b>**Fieldwork opportunity**</b></li> </ul>	<p>Test on interpretation of GIS</p> <p>Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.</p>
<p><b>Spring Half Term 3: The geography of Minecraft™</b></p> <ul style="list-style-type: none"> <li>• Students can identify major rock types and their properties</li> <li>• Students can describe different types of weathering and their impacts on landforms</li> <li>• Students can take, analyse and interpret a soil profile <b>**Fieldwork opportunity**</b></li> </ul>	<p>Analysed soil profile</p> <p>Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.</p>
<p><b>Spring Half Term 4: The 9 billion question</b></p> <ul style="list-style-type: none"> <li>• Students will understand the trend in the world's and the UK's population: why is it changing,</li> <li>• Students can describe what factors affect population,</li> <li>• Students can explain what is migration and the different types of migration, why might people migrate, what are the issues with a rising population,</li> <li>• Students can explain where do people choose to settle and what are the natural site factors, the different types of settlements,</li> <li>• Students can evaluate why the UK need more housing and where all the new houses will go.</li> </ul>	<p>Newspaper report</p> <p>Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.</p>

<p><b>Summer Half Term 5: Looking South: The emerging power of Africa</b></p> <ul style="list-style-type: none"> <li>• Students can locate the major human and physical features of Africa</li> <li>• Students can describe and explain the links between The UK and Africa</li> <li>• Students pick a region in Africa for in-depth enquiry approach</li> <li>• Students link up with a school/children in Africa and discuss similarities and differences in lives**Virtual Fieldwork Opportunity**</li> </ul>	<p>Student blog Virtual exchanges in place</p> <p>Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.</p>
<p><b>Summer Half Term 6: Friend or foe: The Geography of Rivers</b></p> <ul style="list-style-type: none"> <li>• Students can describe and draw the 3 different stages of a rivers,</li> <li>• Students can describe and explain the processes of erosion, transportation, deposition and the landforms created.</li> <li>• Students can state what flooding is and the human and physical reasons flooding happens and what we can do to prevent it.</li> <li>• **Fieldwork opportunity** Flooding in the River Thames basin</li> </ul>	<p>River models Test on key processes and features</p> <p>Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.</p>
<p><b>Key Skills:</b> Map reading Graph making Interpreting Data Enquiring Skills Rationalising skills Place and locational knowledge Developing geographical vocabulary Observational Skills Measurement</p>	