



The Fisher Way: Curriculum



The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Geography
Year Group	Year 7
Intent	<p>Successful and resilient learners: who,</p> <ul style="list-style-type: none"> • demonstrate good knowledge of places at a global and local scale, including physical and human features and places in the news • structures and discusses clear opinions, whilst acknowledging reasons for differing points of view <p>Confident individuals: who are able to confidently demonstrate good understanding of,</p> <ul style="list-style-type: none"> • geographical locations; characteristics, similarities, differences, and reasons for changes • spatial patterns in physical and human geography and the influences on such patterns which can lead to change • links between places, people, and environments

	<p>Responsible citizens: who develop and demonstrate,</p> <ul style="list-style-type: none"> • lasting awareness of the world around us • sensitivity and empathy towards all others • tolerance and independent thinking • preparedness for an active citizen's role in a changing world 					
<p>Narrative</p>	<p>Geography in Year 7 is intended to build on and consolidate KS2 experiences and stimulate interest and enthusiasm for geography. Local places and distant places are studied, skills are developed, and physical and human topics are studied. Students come to St John Fisher Catholic College with varying experiences of KS2 Geography. Firstly, therefore, topics are designed to develop students' awareness and enjoyment of geography, competence in basic skills, their existing geographical knowledge and understanding and help them develop a 'personal geography' and appreciation of place. ('How does a geographer study the world?', 'How do geographers use maps?' and 'Fantastic Places' units). Secondly, students are encouraged to develop their knowledge of places and geographical features, their understanding of conditions, processes and interactions and their competence in geographical enquiry ('What makes weather and climate so extreme?', 'India: What are the opportunities and challenges for the future?' and 'Is Our Place a Good Place' units). The intent is to provide a varied experience of geography including geographical skills, human, physical and environmental geography. This provides the students with the opportunity to develop knowledge and understanding of a variety of world locations (at different scales from local to global) and geographical and enquiry skills.</p>					
<p>Half term</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Knowledge (topics studied)</p>	<p>How does a geography study the world?</p>	<p>How do geographers use maps?</p>	<p>Fantastic Places</p>	<p>What makes weather and climate so extreme?</p>	<p>India: What are the opportunities and challenges for the future?</p>	<p>Is our place a good place?</p>
<p>Key skills</p>	<p>Develop knowledge relating to a range of places at a variety of scales,</p>	<p>Develop knowledge relating to a range of places at a variety of scales,</p>	<p>Develop knowledge relating to a range of places at a variety of scales,</p>	<p>Develop knowledge relating to a range of places at a variety of scales, extending from local to global.</p>	<p>Develop knowledge relating to a range of places at a variety of scales,</p>	<p>Develop knowledge relating to a range of places at a variety of scales,</p>

	<p>extending from local to global.</p> <p>Start to explain various ways in which places are linked.</p> <p>Start to make connections between different geographical phenomena.</p> <p>Be able with increasing independence to choose and use a range of data to help investigate geographical questions.</p> <p>Be able with increasing independence to choose and use a range of data to help interpret geographical questions.</p>	<p>extending from local to global.</p> <p>Develop understanding of the physical conditions which lead to the development of a variety of geographical features.</p> <p>Start to explain various ways in which places are linked.</p> <p>Start to make connections between different geographical phenomena.</p> <p>Be able with increasing independence to choose and use a range of data to help investigate geographical questions.</p> <p>Be able with increasing</p>	<p>extending from local to global.</p> <p>Develop knowledge relating to a range of environments at a variety of scales, extending from local to global.</p> <p>Develop knowledge relating to a range of features at a variety of scales, extending from local to global.</p> <p>Develop understanding of the physical conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places.</p> <p>Develop understanding of</p>	<p>Develop understanding of the physical conditions which lead to the development of a variety of geographical features.</p> <p>Develop knowledge relating to a range of environments at a variety of scales, extending from local to global.</p> <p>Start to explain various ways in which places are linked.</p> <p>Start to make connections between different geographical phenomena.</p> <p>Be able with increasing independence to choose and use a range of data to help investigate</p>	<p>extending from local to global.</p> <p>Develop understanding of the physical conditions which lead to the development of a variety of geographical features.</p> <p>Develop knowledge relating to a range of environments at a variety of scales, extending from local to global.</p> <p>Develop knowledge relating to a range of features at a variety of scales, extending from local to global.</p> <p>Start to explain ways in which places are linked and the impact</p>	<p>extending from local to global.</p> <p>Develop knowledge relating to a range of environments at a variety of scales, extending from local to global.</p> <p>Start to explain various ways in which places are linked.</p> <p>Develop understanding of the human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places.</p> <p>Be able with increasing independence to</p>
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independence to choose and use a range of data to help **interpret** geographical questions.

the **human** conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places.

Start to make **connections** between different geographical phenomena.

Be able with increasing independence to choose and use a range of data to help **interpret** geographical questions.

Be able with increasing independence to choose and use a wide range of data to help make **judgements** about

geographical questions.

Be able with increasing independence to choose and use a wide range of data to help make **judgements** about geographical questions.

such links have on **people**.

Start to **explain** ways in which places are linked and the impact such links have on **environments**.

Be able with increasing independence to choose and use a wide range of data to help make **judgements** about geographical questions.

choose and use a range of data to help **investigate** geographical questions.

Be able with increasing independence to choose and use a wide range of data to help make **judgements** about geographical questions.

Be able with increasing independence to choose and use a wide range of data to help **draw conclusions** about geographical questions.

Be able with increasing independence

			<p>geographical questions.</p> <p>Be able with increasing independence to choose and use a wide range of data to help draw conclusions about geographical questions.</p> <p>Be able with increasing independence to express and engage with different points of view about geographical questions.</p>			<p>to express and engage with different points of view about geographical questions.</p>
<p>Cultural capital</p>	<p>Opportunity to study different parts of the world at different scales, atlas use, personal geography.</p>	<p>Opportunity to study the use of OS maps, link to local area, links between local area and the wider world.</p>	<p>Awe and wonder, opportunity to study variety of different places, opportunity for visual impact, widening knowledge of the world.</p>	<p>Opportunity to study a topic that is directly relevant to students' daily lives including the complex concepts responsible for our weather, locational knowledge, weather in other places,</p>	<p>Opportunity for an in-depth study of a (possibly) unfamiliar country and culture, study of place, development of spatial coherence,</p>	<p>Based on own understanding, opportunity for independence, link to locality, opportunity for opinion, writing for a purpose,</p>

				human-environment interactions, and the risk, danger and consequences of extreme weather as a natural hazard.	development of enquiry skills.	data manipulation.
Assessment	Drawing of 'My Map' (personal map) and description of distribution of features.	Assessment of all OS map skills.	Students produce a leaflet called 'Fantastic Places and Landscapes'. The aim of the assessment is for students to use all the learning from this unit to create a leaflet aimed at KS3 students to encourage young people to 'get out and about' in a way that respects the environment.	Students produce a leaflet about climate change to include the following: <ul style="list-style-type: none"> • What climate change is. • The causes of climate change. • The effects of climate change, the impacts on people and the environment and the links between actions and consequences. • How climate can be managed at a local, national and international level. 	Students produce a storyboard or presentation for a documentary showing what India is like today and what it might be like in the future.	Write up of enquiry.