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	**Successful and resilient learners:** who, • 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 **Confident individuals:** who are able to confidently demonstrate good understanding of,

	• 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 **Responsible citizens:** who develop and demonstrate, • 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
Narrative	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?', and 'How do geographers use maps?' topics).** 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 **('Earthquakes - Shaping the World', 'Urbanisation' 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.

Half term	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Knowledge (topics studied)	**How does a geography study the world?**	**How do geographers use maps?**	**Earthquakes – Shaping the World**	**Urbanisation**	**Is our place a good place?**

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

	independence to choose and use a range of data to help **interpret** geographical questions.	Be able with increasing independence to choose and use a range of data to help **investigate** geographical questions. Be able with increasing independence to choose and use a range of data to help **interpret** geographical questions.	Start to make **connections** between different geographical phenomena. Be able with increasing independence to choose and use a wide range of data to help **investigate**, **interpret**, and **draw conclusions** about geographical questions, issues, and problems.	Be able with increasing independence to 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.	features, systems and places. Be able with increasing independence to 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 **to express and engage with different points of view** about geographical questions.
Cultural capital	Opportunity to study different parts of the world at different scales, atlas use, personal geography.	Opportunity to study the use of OS maps, link to local area, links between local area and the wider world.	Opportunity to study extreme events that pose a threat to people's lives and property. Students will learn about the physical factors that cause these hazards but also how human factors can have an impact on how much damage tectonic hazards cause.	Opportunity to study a topic that is directly relevant to students' daily lives including the complex concepts responsible for the development of different urban areas.	Based on own understanding, opportunity for independence, link to locality, opportunity for opinion, writing for a purpose, data manipulation.

Careers Opportunities				Opportunities to discuss careers linked to urban development and change, including push and pull factors, increased urbanisation, and sustainable development.	Opportunity to discuss skills that can be developed to support careers and jobs.
Assessment	DNA knowledge retrieval at start of lessons. Drawing of 'My Map' (personal map) and description of distribution of features.	DNA knowledge retrieval at start of lessons. Assessment of all OS map skills.	DNA knowledge retrieval at start of lessons.	DNA knowledge retrieval at start of lessons. **Urbanisation Exam.** Written exam to assess student knowledge and understanding of the learning throughout this topic.	DNA knowledge retrieval at start of lessons. Write up of enquiry.