

Year 7, Subject Curriculum Overview



	Autumn Term 1 Topic(s)	Autumn Term 2	Spring Term 1
Overview of Scheme of Learning	<p>Where are we? This introductory topic is designed to establish the baseline knowledge and skills of student arriving in year 7 from a range of primary schools. Students will form a basic understanding of our <i>place</i> within the world, using a range of maps, including Ordnance survey, sketch maps and atlas maps. Further skills will then be introduced to develop a deeper understanding in the form of grid referencing, contours and scale. These skills are set out and taught alongside the knowledge of <i>place</i>, allowing students to build on their existing understanding.</p>	<p>The Restless Earth This topic begins by building knowledge about the structure of the earth, tectonic plate boundaries, earthquakes and volcanoes. The topic is designed to introduce the concept of geographical case studies where we study two contrasting examples of tectonic activity. Students will investigate the cause, impact and responses to these hazards. Students will produce a plan to protect people who live in areas affected by tectonic hazards through independent research and teacher led discussions. Entwined throughout this topic are a range of geographical skills including the use of dot maps, source work and logarithmic scales.</p>	<p>Bamboo Vs Boomerangs A geographical comparison between two contrasting countries, Australia and China. Students will investigate a range of geographical comparisons between both countries, and establish the similarities and differences in social, economic and environmental aspects of these places. Included in this topic of study are considerations of current affairs, such as climate change, bushfires and tourism.</p>
Assessment Overview	<p>Where Are We? End of Unit test Formative assessment and the end of this unit in order to assess both skills and knowledge. This end of unit test is intended to show progress from the baseline assessment. Students will have the opportunity to prepare, sit and reflect on this assessment. Summative assessment is carried out through their classroom</p>	<p>Tsunami Preparation Students will be asked to develop a response plan for an area which may experience a tsunami. They must include in this plan an explanation as to why the area is at risk, what the impacts are likely to be, and how people should prepare. This will be formatively assessed and feedback will be given to each student. Summative assessment is carried out through their</p>	<p>Bamboo Vs Boomerangs assessment Formative assessment on a range of aspects relating to Australia and China. Extended writing questions to allow students the opportunity to showcase their understanding of social, economic and environmental issues. Summative assessment is carried out through their classroom activities, whole class feedback sessions and targeted teacher questions.</p>



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