Curriculum Mapping: Geography

Vision Statement

The Geography department wants to develop students who are:

Analytical thinkers	Students are encouraged to use various forms of information to form conclusions to key issues that affect our world today, such as climate change and energy use which encompass both physical and human geography. Peaking interest in key issues through exposure to interesting case studies and fantastic places.
Questioning our world	Students are inspired to ask questions and answer questions about the world that they live in and the human and physical processes that shape and change it. Encouraging them to make choices and judgements that will impact the local area and world more positively. Through developed practice and oracy, students will engage with, understand and be able to elaborate on the processes that shape our world and our future.
Cultured individuals	Students explore the world's major cities and their customs and way of life through various sources and scales. Processing the impact of human geography on physical geography. It will inspire students to respect many of the world's different cultures and the impact that humans have on their evolving landscape.

Geography	**KS3 Endpoints**	**KS4 Endpoints**
Curriculum end points:	**Students will be able to:**	
	Develop a range of fieldwork skills including observation, recording, presentation and analysis of data.	Utilise a wider range of field work skills more independently and apply them to local investigations in a human and physical setting.
	Develop a range of cartographical skills including measuring distance and direction, using lines of latitude and longitude to locate world features.	Utilise a wider range of cartographical skills with increasing independence and apply to human and physical settings.
	Describe and explain a range of phenomena in human and physical geography including landscapes and landmarks in the UK.	Explain a range of phenomena in human and physical geography and their interdependence.
	Begin to explain basic physical processes and the resulting landforms e.g. coastal and glacial processes.	Explain more complex interactions of a range of physical processes and the resulting landforms e.g. coastal and glacial processes.
	Describe a variety of maps at range of local, national and global scales as well as interpret data, graphs and photos.	Describe and identify patterns across a variety of maps and data at a range of local, national and global scales as well as analyse graphical data and images.
	Begin to understand the value of our natural world, climate, flora and fauna with focus on ecosystems e.g. in a rainforest biome	Demonstrate a clear understanding of the value of our natural world and our interactions with it including the impacts on climate, flora and fauna across a range of biomes
	Begin to understand the pattern of global development and the factors affecting development.	Demonstrate a clear understanding of the pattern of global development and a series of measures that can reduce the development gap and evaluate their success.

Geography	**Year 7**	**HT1**	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
	End point:	**Map Skills -** Develop a range of cartographical skills including measuring distance and direction, using lines of latitude and longitude to locate world features.	**Exploring the UK -** Describe and explain a range of phenomena in human and physical geography including landscapes and landmarks in the UK.	**Climate Change -** Begin to understand the value of our natural world, climate, flora and fauna with focus on ecosystems e.g. in a rainforest biome	**Development -** Begin to understand the pattern of global development and the factors affecting development.	**India -** Describe and explain a range of phenomena in human and physical geography including landscapes and landmarks.	**Microclimate fieldwork -** Develop a range of fieldwork skills including observation, recording, presentation and analysis of data.
	Curriculum Related Expectation	I can use maps with confidence and explain their importance to the study of geography.	I can explain the shape and make up of the UK, using knowledge of physical geography like geology and the impacts this has on our way of life.	I can explain the causes and impacts of global climate change.	I can explain how different countries have developed and how can this can be changed.	I can account for the challenges facing India and evaluate methods to deal with these.	I can study the microclimate of our school.
	Students need to know	• What Geography is • The difference between Physical and Human Geography . • What maps are and why are they important? • What the different map projections are . • Where in the world they are .	• Key UK physical and human features. • Differences in topography and landscape due to differing geology. • Regional differences in the UK. • Factors affecting economic activity in the UK. • Contrasting developments of cities in the UK. • Cultural developments in Britain	• What Climate change is . • The natural causes of climate change • Evidence of natural climate change • The enhanced Greenhouse effect • The social, environmental and political impacts of climate change. • The projections of future climate change.	• What development is • How demographic data varies at different levels of development • The causes of global inequalities • How inequalities can be reduced – Top Down – Bottom Up approaches • How countries trade and are supported by Fair Trade, FDI, Remittances, Aid, Debt relief	• How India links to the topic of development. • Location of India on World Map. • Employment picture of India. • That India is a base for many TNCs. • Problems in key locations e.g. Mumbai. • Measures to impact on development challenges in Mumbai.	• Reasons for local and regional variations in climate. • Patterns of global atmospheric circulation • Types of precipitation • How to record and present data on climate. • Impacts of weather events e.g. Beast from the East. • Explain the difference between weather and climate. • Explain regional and global differences in weather and climate. • Collect and record climate data
	Students should be able to	• **Share their opinion about** how different things link to geography. • **Identify, describe Classify** different geographical features as human or physical • **Describe** what a map is and its uses today. • **Compare** different types of maps and why we use them • **Explain** the importance of maps even in the digital age! • **Describe** the different types of maps and how they are distorted • **Compare** different types of map projections. • **Complete** their own sketch map. • **Assess** which maps we prefer to use to study Geography • **Locate** the seven continents of the world and label them on a map. • **Justify** important features on a map and be able to say why they are important.	• Identify and map key physical and human features. • Explain the topography and draw links between landscape and geology. • Account for cultural differences between regions in the UK. • Account for economic differences between regions in the UK.	• **Identify** the key geographical terms within an extract of text • **Describe** my thoughts about the journey in an extract of text • **Recognise** that the Earth's climate has changed over time • **Describe** how the climate has changed over time due to natural causes. • **Explain** how the climate has changed over time due to a range of natural causes. • **Recognise** evidence the Earth's climate has changed over time. • **Describe** the evidence that climate has changed over time • **Identify** the main processes in the GHE and some human contributions that enhance it • **Explain** the processes in the GHE and explain differences in human contributions that enhance it • **Explain** the main impacts of global warming and rising sea level (eco/enviro) using named examples.	• Explain the main measures of development and their value. • Explain the features of population at different stages development • Explain the main widening or narrowing development gap with evidence. • Explain and accurately classify the aims and approaches to different types of development • factors affect a countries level of development.	• Locate and Map India and some of its key regions. • Be able to process and present data on India's population and employment. • Explain why many TNCs are based in India, using named examples. • Explain challenges presented by urbanisation in Mumbai • Evaluate measures to improve life in Mumbai.	
	Keywords	Geography Ordnance Survey (OS) Satellite image Earth Projection Scale Sustainability Mercator Prime Meridian Environment Distorted Cartography Physical Latitude Equator Human Longitude Landform	Physical Human Topography Employment Primary Secondary Tertiary Population	Climate isotopes Solar glacial Carbon Dioxide Milankovitch Orbit solar radiation Arctic Circle elliptical atmosphere Atmosphere Ice cores Economic impacts Global Warming tree rings Environmental impacts	GDP HDI CPI Birth rate Death rate Life expectancy Brandt line Inequality Intermediate technology Aid Fair trade Trade Debt relief Remittances Funding Displaced Irrigation Reservoir NGO Perception Income Development LEDC/LIC MEDC/HIC	Mumbai Urbanisation Primary Secondary Tertiary TNC	Weather Climate Precipitation Temperature Cells Air Pressure Equator Barometer Anemometer
	Key piece	End of topic assessment	UK travelogue	HT3 assessment	Top Down vs. Bottom up write up	HT5 Assessment	Microclimate DME
	Application of knowledge (Assessment)	End of topic assessment	End of unit assessment	HT3 assessment	End of unit assessment	India Case Study 1 page guide	HT6 Assessment
	Revision Strategy	Look cover write check	Mind Maps / Flashcards	Self Quizzing (Teach me tell me)	Look Cover Write Check	Case study Prep	Free choice
	Wider Links	Maps, cartography, grid refrences	Geology Employment - Business	Weather Historical Recording Science	Globalisation Cultural Capital	Globalisation Development TNCs	Weather and Climate Science

Geography	Year 8	HT1	HT2	HT3	HT4	HT5	HT6
	End point:	**Tectonic Hazards**	**Glaciation**	**Urbanisation**	**Rivers and Coasts**	**Blueprints for the future**	**EQS – Our School**
	Curriculum Related Expectation	I can account for different tectonic Hazards and analyse how they are dealt with.	I can describe the UK's physical landscape and how it impacts on people.	I can evaluate changes in the urban population.	I can evaluate how we defend our coastline and protect from flooding.	I can analyse efforts for sustainability across the world.	I can investigate the environmental quality of our school. I can present my ideas for improvements to our school site.
	Students need to know	• The layers of the earth • What happens when tectonic plates move • What different plate boundaries create • The different types of volcanoes • The impacts of and responses to tectonic hazards • What earthquakes are and how are they measured • The impacts of and responses to a tectonic hazard	• Why the UK isn't flat • How glacial processes influence the physical landscape • processes of transportation and deposition • How physical processes have helped create distinctive landscapes	• Cities in High income countries have grown since the industrial revolution. • Cities grow outwards along radial lines. • Cities often grow following land use models like Hoyt or Burgess models. • LICs and MICs are now urbanising more rapidly. • This is often caused by rural to urban migration.	• How do waves and geology influence the shape of our coastline? • What is the geological structure and features of concordant and discordant coasts? • How do caves, arches, stacks and stumps form? • What are the influences of mass movement, transportation and deposition on the coast? • What are the landforms created by transportation and deposition? • How do geographers investigate coastal landscapes using OS maps? • How do human activities influence coastal landscapes? • Methods of	• How the world is adapting and mitigating for threats from a changing world. • A variety of real life examples to explain how mitigation and adaption is taking place. • Different ways / scales of adaption and mitigation.	• What is an Environmental Quality Geographical Investigation? • How can we collect data as part of a Geographical Investigation? • What is data processing and presentation? • How do we draw conclusions? • How can you evaluate your investigation? • What is a real World Geographical Investigation?
	Students should be able to	• **Compare** the different elements of the earths structure and be able to identify links between layers. • **Identify** 3+ pieces of evidence and explain why Wegener wasn't taken seriously when he presented his theory. • **Compare** the activity at the different plate boundaries. • **Compare and contrast** volcano types and their characteristics with named examples. • **Explain** the different impacts and responses to volcanic eruptions • **Analyse** the different impacts and responses to earthquakes/ volcanoes • **Explain** the different features and impacts earthquakes • **Explain** why the earthquake occurred and what the physical and human impacts were.	• **Identify** the major types of rock within the UK and identify some features. • **Describe** the major types of rock within the UK and locate some features. • **Explain** the formation major types of rock within the UK and locate a range of features. • **Identify** the glacial processes of erosion and weathering and associated features • **Describe** the glacial processes of erosion and weathering and associated features • **Explain** the glacial processes of erosion and weathering and associated features • **Identify** the landforms created by deposition and transportation • **Describe** the processes of deposition and transportation and their landforms • **Explain** the formation of depositional and transportation landforms • **Explain** the main features of upland and lowland landscapes.	• **Explain** the formation major types of rock within the UK and locate a range of features. • **Explain** the glacial processes of erosion and weathering and associated features • **Explain** the formation of depositional and transportation landforms • **Explain** the main features of upland and lowland landscapes. • **Explain** the differences between constructive and destructive waves • **Explain** the landforms created by coastal erosion and explain the process involved. • **Explain** the role of transportation and deposition in the formation of coastal landforms.	• **Explain** how different waves can shape a variety of coastlines. • **Explain** the landforms created by coastal erosion and explain the process involved. • **Explain** the landforms created by coastal erosion and explain the process involved. • **Explain** the role of transportation and deposition in the formation of coastal landforms. • **Explain** the influence of geology and wave action on coastal landforms. • **Explain** the features shown on an OS map using 4 and 6 fig grid references as well as map symbols. • **Explain** how land is used around the coast and ways it can change the landscape. • **Explain** how the coastline can be managed and evaluate how effective the management is	• **Describe** problems faced due to climate change. • **Define** mitigation and adaption. • **Describe** and **explain** a variety of ways that places are adapting and mitigating. • **Evaluate** the success of a range of measures.	• **Explain** the key elements to a geographical investigation. • **Explain** the key elements to sampling techniques. • **Explain** the ways to **analyse** and present data. • **Explain** the conclusion from the data collected. • **Explain** issues of the investigation and how to improve. • **Explain** the key elements to a real-World geographical investigation.
	Keywords	Lithosphere Pangea Divergent asthenosphere convection Volcano Core Gondwana land Shield mantle Laurasia Composite Crust Collision VEI Transform Convergent Primary Epicentre Seismic economic Richter scale Focus Secondary seismograph Earthquake Nepal Tremors Kathmandu	Sedimentary Bulldozing Tor Igneous Rotational Slip weathering Metamorphic Morraine Grykes Glacier Drumlins freeze-thaw abrasion Erratics plucking	HIC MIC LIC BRICs Urbanisation Rural Industrialisation Hoyte Model Land Use Central Business District Pollution	Fetch constructive destructive swash backwash Concordant discordant abrasion attrition corrosion hydraulic action Erosion weathering cave arch stack stump fault Slumping sliding rock fall Longshore drift deposition transportation traction suspension solution saltation Spits bars OS maps Grid references Map symbols population dredging Groynes beach replenishment	Adaption Mitigation Treaty Great Green Wall Monsoon Insecurity	Hypothesis Primary Secondary Sampling Random Systematic Stratified Analysis Graphs data Conclusion Evaluation Data analysis
	Key piece	HT1 Assessment	End of Topic Assessment	HT3 Assessment	End of Topic Assessment	End of Topic Assessment	HT6 Assessment
	Application of knowledge (Assessment)	HT1 Assessment	End of Topic Assessment	HT3 Assessment	End of Topic Assessment	End of Topic Assessment	HT6 Assessment
	Revision Strategy	Self Quizzing Teach me Tell me	Flashcards	Mind Maps	Teach me Tell me	Self Quizzing – Teach me tell me	Free choice
	Wider Links	Science	Geographical Processes		Flooding / Coastal Erosion	Sustainability	Presentation Skills

	Year 9	**HT1**	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Geography	**End point:**	Forests Under Threat	Russia	Hot Deserts	Are people in the Africa Prisoners of Geography?	Consuming Energy Resources	Consuming Energy Resources
	Curriculum Related Expectation	I can explain the reasons for and location of the worlds major biomes.	I can explain and evaluate the challenges facing Russia.	I can explain different threats to this biosphere.	I can explain the physical, human and geopolitical challenges in the Africa.	I can evaluate different types of energy production.	I can evaluate different types of energy production.
	Students need to know	• Emerging threats to the biosphere • How the tropical rainforest reflects the equatorial climate • Layers of the rainforest • Plant and animal adaptations in the TRF • The threats to the tropical rainforest • Management of threats in the TRF	• Location of Russia and some of its key regions and cities. • Key physical and human features. • Challenges facing Russias biomes like the Taiga forest. •	• How the tropical rainforest reflects the equatorial climate • How plants and animals in the TRF adapted • How the taiga reflects the subarctic climate • How the TRF and the taiga are different • The threats to the tropical rainforest • The threats to the Taiga		• How are energy resources classified. • What are global patterns of energy use. • What is the distribution of oil production and consumption? • What are the factors affecting energy supply and prices? • How are oil supplies and prices affected by geopolitics? • Why are we exploiting ecologically sensitive and isolated areas? Fracking and Tar sands • How can we be more energy efficient? • What are the costs and benefits of alternatives to fossil fuels? • How are attitudes to energy and environmental issues changing?	• How are energy resources classified. • What are global patterns of energy use. • What is the distribution of oil production and consumption? • What are the factors affecting energy supply and prices? • How are oil supplies and prices affected by geopolitics? • Why are we exploiting ecologically sensitive and isolated areas? Fracking and Tar sands • How can we be more energy efficient? • What are the costs and benefits of alternatives to fossil fuels? • How are attitudes to energy and environmental issues changing?
	Students should be able to	• Rank order the threats to the forest – own opinion • **Identify, Describe, Explain** the main features and location of TRF. • **Identify, Describe, Explain** the structure of the TRF and some basic adaptations. • **Explain** how the subarctic climate creates specific flora and fauna. • **Identify, Describe, Explain** the differences between the TRF and the taiga. • **Identify, Describe** causes of tropical rainforest deforestation. • **Explain** and assess the threats to tropical rainforests. •	• **Locate** Russia and some of its key regions and physical settlements. • Identify and describe challenges to Russia's natural environment. • **Analyse** the level and threat • **Evaluate responses the threats to the TRF.** • **Explain** the factors contributing to the loss of Taiga biodiversity	• Identify/describe/Explain the main features and location of TRF. • Identify/describe Explain the structure of the TRF and some basic adaptations. • Identify/describe Explain how the subarctic climate creates particular flora and fauna. • Identify/describe Explain the differences between the TRF and the taiga. • Identify/describe Explain and assess the threats to tropical rainforests. • Identify/describe Explain the factors contributing to the loss of Taiga biodiversity		• Identify that energy can be categorised into renewable, non-renewable and recyclable. Describe patterns of energy consumption and supply Explain how extraction impacts the environment. • Identify/describe Explain countries using energy and why there are limitations. • Identify key facts about oil. Describe how it is distributed and consumed. Explain what our future might look like at current rates of consumption. • Identify changes in the price of oil. Describe the pattern of change and the reasons. Explain the impact of global events on the price of oil. • Identify/describe Explain locations using oil pipeline with potential conflicts explained. • Identify the demand for oil and gas is damaging challenging environments. Describe economic costs and benefits of developing resources in ecologically delicate areas. Explain environmental costs and benefits of developing resources in ecologically delicate areas. • Identify/describe Explain ways to reduce recycle and reuse materials to reduce climate change. • Identify/describe Explain positive and negatives of alternative energy sources to fossil fuels. .	• Identify that energy can be categorised into renewable, non-renewable and recyclable. Describe patterns of energy consumption and supply Explain how extraction impacts the environment. • Identify/describe Explain countries using energy and why there are limitations. • Identify key facts about oil. Describe how it is distributed and consumed. Explain what our future might look like at current rates of consumption. • Identify changes in the price of oil. Describe the pattern of change and the reasons. Explain the impact of global events on the price of oil. • Identify/describe Explain locations using oil pipeline with potential conflicts explained. • Identify the demand for oil and gas is damaging challenging environments. Describe economic costs and benefits of developing resources in ecologically delicate areas. Explain environmental costs and benefits of developing resources in ecologically delicate areas. • Identify/describe Explain ways to reduce recycle and reuse materials to reduce climate change. • Identify/describe Explain positive and negatives of alternative energy sources to fossil fuels. .
	Keywords	Evapotranspiration Tropical Forests abiotic precipitation biodiversity Epiphyte logging equatorial, fauna exotic pathogens biotic flora liana buttress emergent Tropical Forests nutrient cycle abiotic biodiversity biotic Food web decomposition climate amphibians Tropical Forests subsistence ecological nutrient cycle multitude Commercial decomposition	• Region • Russia • Superpower • Biome • Imports / Exports • Taiga • Deforestation • Oymyakon	Desert Arid Adaption Cactus Tropics Hadley Cell Desertification Mineral Extraction Thar Desert Salinisation Magic stones Management		Renewable non-renewable recyclable Resources consume consumption extracting distribution finite peak oil Recession economy fluctuation unconventional bitumen ecologically fracking Recycle reduce reuse congestion Insulation Efficiency conservation Biomass geothermal Geopolitics inter-governmental	Renewable non-renewable recyclable Resources consume consumption extracting distribution finite peak oil Recession economy fluctuation unconventional bitumen ecologically fracking Recycle reduce reuse congestion Insulation Efficiency conservation Biomass geothermal Geopolitics inter-governmental
	Key piece	HT1 Assessment	Country study project	HT3 Assessment	Report Writing	End of Unit Assessment	HT6 Assessment
	Application of knowledge (Assessment)	HT1 Assessment	Country study project	HT3 Assessment	Report Writing	End of Unit Assessment	HT6 Assessment
	Revision Strategy	Flashcards	Project Prep	Mind Maps	Teach me Tell me	Flashcards	Free choice
	Wider Links						

Geography	Year 10	HT1	HT2	HT3	HT4	HT5	HT6
	End point:	**3.1.1 Natural Hazards**	**3.1.2 Living World**	**3.1.2 Living World / Physical Landscapes of UK - Rivers**	**3.1.3 Physical Landscapes of the UK (Coasts) + Hornsea Fieldwork (March Y10)**	**(Fieldwork 2 – Sheffield) 3.2.1 Urban Issues and Challenges Rio + Sheffield**	**3.2.1 Urban Issues and Challenges Rio + Sheffield**
	Curriculum Related Expectation	Natural hazards pose major risks to people and property.	Understand the interactions between biotic and abiotic elements of the worlds ecosystems, including in a hot desert environment.	Physical processes shape distinctive landscapes.	Physical processes shape distinctive landscapes.	Factors produce a diverse range of impacts on human environments which change over time.	Factors produce a diverse range of impacts on human environments which change over time.
	Students need to know	• Earthquakes and volcanic eruptions are the result of physical processes. • The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. • Management can reduce the effects of a tectonic hazard. • Global atmospheric circulation helps to determine patterns of weather and climate. • Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. • The UK is affected by a number of weather hazards. • Climate change is the result of natural and human factors, and has a range of effects. • Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	• Eco systems exist at a range of scales and involve interactions between biotic and abiotic components. • Interrelationships between consumers and producers, using foodwebs. • Tropical rainforests have lots of distinctive characterists. • Deforestation is having a range of impacts on the rainforest. • It is possible to manage the rainforest to reduce these impacts. • Hot deserts have distinctive characterisists. • Development in these environments creates opportunities and challenges. • Desertification in areas close to a desert presents a risk.	• The UK has distinctive landscapes like uplands and lowlands. • The coast shapes the land through processes like weathering, erosion, mass movement and deposition. • Distinctive landforms on the coast are a result of rock type, structure and physical process. • Management can be used on the coast to protect against the effect of physical processes. • River processes. • Management strategies can be used to limit the effects of physical processes of rivers.	• Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods • Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and • adaptation of presentation methods • Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data • Draw evidenced conclusions in relation to original aims of the enquiry. • dentification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable	• • Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods • Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and • adaptation of presentation methods • Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data • Draw evidenced conclusions in relation to original aims of the enquiry. • dentification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable	• A growing percentage of the worlds population live in urban areas and there are lots of reasons for this. • Urban growth creates opportunities and challenges for LICs and NEEs (including case study rio or Mumbai) • Urban change in the UK leads to a variety of social, economic and environmental opportunities and challenges. • Urban sustainability requires management of transport and resources.
	Students should be able to	Describe and explain reasons for natural hazards. Spot and analyse global patterns. Explain and evaluate responses.	• Name and describe physical and human characteristics in the named environments. • Demonstrate good knowledge of case studies like the Thar Desert. • Describe causes of things like deforestation.	• Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	• Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	• Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	• Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings
	Keywords	A list of the key vocabulary for each unit of the GCSE is found in the link here.					
	Key piece	6 mark q – effect of earthquakes	9 mark q – rainforests should be protected from economic development.	9 mark Q - "'Differences in flood hydrographs are caused by both human and physical factors" Do you agree?	PPE Exam	9 mark Q - Evaluate the effectiveness of an urban planning strategy in helping to improve the quality of life for the urban poor. Use an example of a city in and LIC or NEE	PPE Exam
	Application of knowledge (Assessment)	Students complete an end of topic test for each key topic.					
	Revision Strategy	Flashcards	Mindmaps	Teach me Tell me – self quizzing	Look cover write check	Flashcards	Mindmaps
	Wider Links						

Geography	Year 11	HT1	HT2	HT3	HT4	HT5	HT6
	End point:	**3.2.2 Changing Economic Work**	**3.2.2 Changing Economic Work + 3.2.3 Challenge of Resource Management – Water or Energy?**	**3.2.3 Challenge of Resource Management – Water or Energy?**	**3.3.1 Issue evaluation / DME / Revision**	**3.3.1 Issue evaluation / DME / Revision**	
	Curriculum Related Expectation	Define and describe development in a changing economic world.	Describe global challenges to resource management	Describe problems related to water / energy and explain and evaluate strategies to improve this.	Learn about and tackle a prominent issue and make accurate and sensible geographical decisions.	Learn about and tackle a prominent issue and make accurate and sensible geographical decisions.	
	Students need to know	• There are variations in the economic development and quality of life across the globe. • The strategies that exist for reducing the development gap. • Significant social and culture change is happening due to rapid development in LIC and NEEs. • Major changes in the UK are affecting employment patterns and regional growth.	Food, water and energy are fundamental to human development. Changing demand creates opportunities and challenges in the UK.	Demand for resources is rising globally which may lead to conflict. Different strategies that can be used to increase this supply.	How the issue links with previous areas of study. What their opinion is on the key issue and be able to critically evaluate this issue using evidence. That the issue evaluation will test a range of geographical and numeracy skills like map reading, scale, calculating		
	Students should be able to	• Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	• Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	• Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	• Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	• Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	• Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings
	Keywords	A list of the key vocabulary for each unit of the GCSE is found in the link here.					
	Key piece	6 / 9 marker	PPE Exam	6/9 marker	Issue evaluation	Issue evaluation mock	Terminal exams
	Application of knowledge (Assessment)	Topic Test	PPE Exam	Topic Test			
	Revision Strategy	Flashcards	Mindmaps	Teach me Tell me – self quizzing	Look cover write check	Flashcards	Mindmaps
	Wider Links						