This term in GEOGRAPHY we will be learning about LOCAL ACTION, GLOBAL IMPACT (LAGI)

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEGE	**Climate Change:** I can define key terms including climate change, global warming, carbon footprint and the ozone layer. I can explain what the greenhouse effect is can explain evidence of climate change. I can evaluate human and physical causes, effects and responses to climate change at a local, national and global scale.	**Climate Change:** I can define key terms including climate change, global warming, carbon footprint and the ozone layer. I can explain human and physical causes, effects and responses to climate change on a local and global scale.	**Climate Change:** I can define key terms including climate change, global warming, carbon footprint and the ozone layer. I can explain what the greenhouse effect is. I can describe some effects and responses to climate change.	**Climate Change:** I can define key terms including climate change, global warming, carbon footprint and the ozone layer. I can list causes, effects and responses to climate change.
	Environmental Issues: I can explain a wide range of problems affecting our environment including plastic waste, the use of energy, transport and palm oil, and the threat to species. I can evaluate solutions to these problems.	**Environmental Issues:** I can explain a range of problems affecting our environment and can explain some solutions to these problems. Including plastic waste, the use of energy, transport and palm oil, and the threat to species.	**Environmental Issues:** I can describe some problems affecting our environment and can describe some solutions to these problems. Including plastic waste, the use of energy, transport and palm oil, and the threat to species.	**Environmental Issues:** I can list some problems affecting our environment and can list some solutions to these problems. Including plastic waste, the use of energy, transport and palm oil, and the threat to species.
SKILLS & APPLICATION	I can draw, analyse and compare climate graphs. I can calculate, analyse and evaluate my carbon footprint.	I can draw and analyse a climate graph. I can calculate and analyse my carbon footprint.	I can describe and draw a climate graph. I can calculate my carbon footprint.	I can describe a climate graph. I can describe how to calculate my carbon footprint.
	Key Vocab	Climate Change, Global Warming, Greenhouse Effect, Sustainability, Equator	**Assessments**	Climate Change Disaster Plan EoU Assessment

AUTUMN TERM YEAR 7

This term in GEOGRAPHY we will be learning about AFRICA

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEGE	I can give some background information on Africa and describe and explain some misconceptions. I can explain the reasons for differences in climate and poverty across Africa using climate graphs, choropleth maps and HDI. I can empathise with people living in various parts of Africa and compare their lives to life in the UK. I can explain the current situations in certain countries such as education and life for the Maasai tribe in East Africa, conflict in Sudan, diamond mining in Sierra Leonne and War Crime in Uganda. I can explain the impacts of these situations on people's lives and evaluate possible solutions. I can explain the impacts and evaluate possible solutions to environmental issues across Africa including the ivory trade, impacts of safari tourism and water insecurity.	I can give some background information on Africa and describe some misconceptions. I can describe the differences in climate and poverty across Africa using climate graphs and HDI. I can describe what life is like for people living in various parts of Africa and compare this to life in the UK. I can explain the current situations in certain countries such as education and life for the Maasai tribe in East Africa, conflict in Sudan, diamond mining in Sierra Leonne and War Crime in Uganda. I can explain the impacts of these situations on people's lives and give possible solutions. I can explain the impacts and possible solutions to environmental issues across Africa such as the ivory trade, impacts of safari tourism and water insecurity.	I can give some background information on Africa such as list some misconceptions and describe the differences in climate and poverty across Africa . I can describe what life is like for people living in various parts of Africa and compare this to life in the UK. I can describe education and life for the Maasai tribe in East Africa, conflict in Sudan, diamond mining in Sierra Leonne and War Crime in Uganda. I can describe environmental issues across Africa such as the ivory trade, impacts of safari tourism and water insecurity.	I can define key terms such as misconceptions, water insecurity, poverty and conflict. I can describe the differences in climate and poverty across Africa . I can describe what life is like for people living in various parts of Africa and compare this to life in the UK. I can describe some environmental issues across Africa.
SKILLS & APPLICATION	I can draw, compare and analyse climate graphs. I can create a choropleth map, describe patterns and trends and give reasons for these. I can complete a decision making exercise on Sudan and can evaluate and justify the decisions I have made using evidence.	I can draw and compare climate graphs. I can create a choropleth map and describe patterns and trends. I can complete a decision making exercise on Sudan and can justify the decisions I have made using evidence.	I can describe and draw climate graphs. I can describe and create a choropleth map. I can complete a decision making exercise on Sudan and can justify the decisions I have made	I can describe a climate graph. I can describe a choropleth map. I can complete a decision making exercise on Sudan by describing what I would do to improve life there.
	Key Vocab	Conservation, Ecotourism, Poverty, Conflict, Development	**Assessments**	Sudan Decision Making Task Recall Test 1 on LAGI and Africa

This term in GEOGRAPHY we will be learning about RIVERS & FLOODING

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEGE	**Rivers** I can define key terms in the water cycle and a drainage basin such as infiltration, interception and transpiration, and impermeable. I can compare the changes of a rivers characteristics along the long profile of a river and can explain why these changes occur. I can explain the physical processes that take place in a river and how they create erosional and depositional landforms in the upper, middle and lower courses of a river. I can explain how the above knowledge can apply to The River Tees. **Flooding:** I can explain a wide range of human and physical causes, social, economic and environmental effects and short and long term responses to flooding. I can evaluate how these differ between a HIC (UK) and LIC (Bangladesh).	**Rivers:** I can define key terms in the water cycle and a drainage basin such as infiltration, interception and transpiration, confluence and watershed. I can compare the changes of a rivers characteristics along the lower, middle and upper course of the river. I can explain some physical processes that take place in a river and how they create landforms in the upper, middle and lower courses of a river. I identify some of these features along The River Tees. **Flooding:** I can explain a range of causes, effects and responses to flooding and compare these in a HIC (UK) and LIC (Bangladesh).	**Rivers:** I can define key terms in the water cycle and a drainage basin such as evaporation, condensation, precipitation, source and mouth. I can describe some features of the upper, middle and lower courses of a river. I can state some physical processes that create these features. I can recognise some of these features on The River Tees. **Flooding:** I can describe some causes, effects and responses to flooding.	**Rivers:** I can define key terms in the water cycle and a river such as evaporation, condensation, precipitation, source and mouth. I can list some features of the upper, middle and lower courses of a river. **Flooding:** I can describe how a river floods and the impact that this can have.
SKILLS & APPLICATION	I can use models such as The Bradshaw Model and long profiles to compare and explain these changes along a river. I can draw and analyse hydrographs and can predict how factors can change them.	I can use models such as The Bradshaw Model to describe changes along a river. I can draw and analyse hydrographs.	I can use models and diagrams to describe changes along a river. I can describe and draw a hydrograph.	I can use diagrams to list changes along a river. I can describe a hydrograph.
	Key Vocab	Deposition, Erosion, Transportation Discharge, Long Profile	**Assessments**	River Long profile A3 Poster EoU Assessment

This term in GEOGRAPHY we will be learning about ECOSYSTEMS & TROPICAL RAINFORESTS

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEGE	**Ecosystems:** I can define key terms such as biomass, litter, biosphere, provisioning and regulating. I can describe the distribution of the world's biomes and explain reasons for the distribution. I can explain factors that can affect the shape of the nutrient cycle and how it differs for each biome. I can explain ways that people can overexploit different types of ecosystems and suggest ways that these can be managed. I can categorise the resources of the biosphere into provisioning, supporting, regulating and cultural services. I can explain the causes of decline in UK species and create a management strategy for encouraging biodiversity into the UK. **Tropical Rainforests:** I can describe the distribution and characteristics of the structure of the TRF and give animal and plant adaptations. I can define deforestation and sustainability and can explain some causes, social, economic and environmental impacts and evaluate these solutions.	**Ecosystems:** I can define key terms such as biomass, litter, biosphere, provisioning and regulating. I can describe the characteristics and distribution of the world's biomes. I can explain factors that can affect the shape of the nutrient cycle. I can explain ways that people can exploit different types of ecosystems for goods and services and how these can be overexploited. I can describe some characteristics and concerns of some of the UK's ecosystems and explain the causes of decline in UK species. **Tropical Rainforests:** I can describe the distribution of tropical rainforests and annotate the characteristics of a tropical rainforest onto the rainforest structure. I can define deforestation and sustainability and can explain some causes, social, economic and environmental impacts and explain solutions to deforestation including ecotourism.	**Ecosystems:** I can define key terms such as ecosystem, biome, biotic and abiotic. I can locate and describe the characteristics of the world's biomes. I can label and describe the nutrient cycle. I can describe ways that people can exploit different types of ecosystems for goods and services. I can describe some characteristics and concerns of some of the UK's ecosystems. **Tropical Rainforests:** I can list some characteristics and describe the distribution of tropical rainforests. I can define deforestation and sustainability and can describe some causes, impacts and possible solutions to deforestation.	**Ecosystems:** I can define key terms such as ecosystem, biome, biotic and abiotic. I can locate the world's biomes and label the nutrient cycle. I can list ways that people can use different types of ecosystems for goods and services. I can state some of the UK's ecosystems and the type of species that would live there. **Tropical Rainforests:** I can list some characteristics of tropical rainforests. I can define deforestation and sustainability and can list some impacts of deforestation.
SKILLS & APPLICATION	I can explain how the Gersmehl model would look for different biomes and explain the factors that can affect food chains, food webs and climate graphs. I can describe and explain the distribution of the world's biomes. I can evaluate my fieldwork and strategies used in my report to increase biodiversity at Egglescliffe School.	I can label, describe and explain factors that can affect the shape of the Gersmehl model, food chains and food webs and climate graphs. I can describe the distribution of the world's biomes. I can explain the methods used on fieldwork and justify the strategies I used in my report to increase biodiversity at Egglescliffe School.	I can label and describe the Gersmehl model, food chains and food webs. I can locate some of the world's biomes. I can complete fieldwork on biodiversity and Egglescliffe School and write a report of my methods and findings.	I can label the Gersmehl model, food chains and food webs. I can locate some of the world's biomes. I can complete fieldwork on biodiversity at Egglescliffe School and write a report of my methods and findings.
	Key Vocab	Ecosystem, Biome, Deforestation, Nutrient Cycle Subsistence Farming,	**Assessments**	Egglescliffe School Ecosystems Report Recall Test – Rivers & Ecosystems

AUTUMN TERM YEAR 8

This term in GEOGRAPHY we will be learning about TECTONIC HAZARDS				
	Mastery	**Working beyond National Standards**	**Working at national standards**	**Working below national standards**
KNOWLEGE	I can define key terms associated with this topic including asthenosphere, lithosphere, slab pull and ridge push. I can explain how tectonic plates move and explain what happens at each plate boundary in detail and in a logical sequence. I can explain how each type of rock is formed and give examples for each. I can explain how different types of volcano are formed and give characteristics of each. I can explain the social, economic and environmental primary and secondary impacts of tectonic hazards and evaluate the methods of prediction, planning, protection used to respond to these. I can assess the severity of an earthquake in a HIC (Japan) and LIC (Haiti) using case study details and can give reasons for these differences. I can explain reasons why people may live near areas of tectonic hazards and give locational examples.	I can define key terms associated with the Earth's structure. I can explain how tectonic plates move and explain what happens at each type of plate boundary. I can categorise rock types and explain how each type is formed. I can give characteristics of the different types of volcano. I can explain the primary and secondary impacts of tectonic hazards and can explain methods of prediction, planning, protection used to respond to these. I can compare the impacts and responses to an earthquake in a HIC (Japan) and LIC (Haiti). I can explain reasons why people may live near areas of tectonic hazards.	I can define key terms associated with the Earth's structure,. I can describe each of the plate boundary types and can categorise rock types. I can describe what earthquakes, volcanoes, supervolcanoes and tsunamis are and the impacts that these can have. I can describe some ways these impacts can be reduced. I can describe reasons why people may live near areas of tectonic hazards.	I can define key terms associated with the Earth's structure, plate boundaries and can state some rock types. I can describe what earthquakes, volcanoes, supervolcanoes and tsunamis are and the impacts that these can have. I can list some ways these impacts can be reduced. I can list reasons why people may live near areas of tectonic hazards.
SKILLS & APPLICATION	I can work as a team to apply the knowledge I have learnt in this topic and successfully complete a decision making exercise on Montserrat. I can justify and evaluate the decisions I made.	I can work as a team to apply the knowledge I have learnt in this topic to successfully complete a decision making exercise on Montserrat, and can justify the decisions I made.	I can work as a team to apply the knowledge I have learnt in this topic to successfully complete a decision making exercise on Montserrat.	I can work as a team to complete a decision making exercise on Montserrat.
	Vocab	Distribution, Seismic Wave, Plate Margin / Boundary, Convection Currents	**Assessment**	Mid-unit test Haiti & Japan Comparison Assessment 9 mark supervolcanoes question

This term in GEOGRAPHY we will be learning about A CONTRASTING WORLD

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEGE	I evaluate the use of development indicators and comment on the reliability of development indicators using a statistical technique. I can explain the causes of uneven development including physical, historical and economic factors. I can evaluate ways that the development gap can be reduced, including the advantages and disadvantages of fair trade, ecotourism, MDG's/SDG's small-scale and large-scale projects using case study details. I can evaluate bottom up and top down approaches. I can suggest ways that the development gap in Namibia could be reduced and justify and evaluate my decision using case study evidence.	I can evaluate the use of development indicators and describe the pattern of indicators. I can explain the causes of uneven development. I can explain ways that the development gap can be reduced, including fair trade, ecotourism, MDG's/SDG's small-scale and large-scale projects using case study details. I can explain what bottom up and top down approaches are. I can suggest ways that the development gap in Namibia could be reduced and justify and evaluate my decision.	I can define development, standard of living and quality of life and describe and evaluate the use of development indicators. I can describe some causes of uneven development. I can describe ways that the development gap can be reduced, including fair trade, ecotourism, small-scale and large-scale projects. I can suggest ways that the development gap in Namibia could be reduced and justify my decision.	I can define development, standard of living and quality of life and describe development indicators. I can list some causes of uneven development. I can list ways that the development gap can be reduced. I can suggest ways that the development gap in Namibia could be reduced.
SKILLS & APPLICATION	I can analyse trends and draw choropleth maps and scatter graphs. I can use the Spearman's Rank statistical technique to analyse the relationship and reliability of data.	I can analyse trends and draw choropleth maps and scatter graphs. I can use the Spearman's Rank statistical technique.	I can draw and describe choropleth maps and scatter graphs.	I can describe choropleth maps and scatter graphs.
	Vocab	Development, Development Gap Development Indicators, Primary Industry, Adult Literacy	**Assessment**	Mid-unit Test Recall test – Tectonics & Contrasting World Namibia Assessment

This term in GEOGRAPHY we will be learning about: Urban Issues

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	I can explain in detail why urbanisation occurs and start to link these to a case study location like Rio de Janeiro, Brazil. I can analyse and evaluate a range of opportunities challenges using specific case study detail to illustrate points. I can analyse and link a range of factors which could improve the lives and the sustainability for the people of Rio de Janeiro and Newcastle upon Tyne. I can also evaluate the effectiveness of each strategy to explain advantages and disadvantages.	I can explain why there are differences in urban populations in both HIC and LIC's. I can explain why urbanisation is slower in HIC's and faster in LIC's. I can explain a range of opportunities and challenges for people living in Newcastle upon Tyne and Rio de Janeiro, using specific case study information to support these. I can use specific case study detail to give detailed explanations of effective ways for improving the quality of lives. I can explain three sustainable features that Newcastle has. I can explain how each sustainable method works using specific case detail about each to illustrate.	I can describe why urban areas grow quicker in LICs. I can explain three opportunities and challenges for people living in Rio de Janeiro and Newcastle and how the QoL might be improved. I can describe three ways that people can live sustainably in urban areas including traffic management and I can start to apply these to the Newcastle Case study.	I can give short statements which outline why cities grow faster in LIC's compared to HICs. I can list simple points which outline the opportunities and challenges for people in Rio de Janeiro and Newcastle. I can outline simple points about how places can be improved. I can give simple points as to how people might live more sustainably.
SKILLS & APPLICATION	I can explain differences in urban populations between HIC's and LIC's and use graphs/maps/data to illustrate. I can illustrate the importance of Newcastle upon Tyne and Rio de Janeiro using map/data/ statistical evidence.	I can explain why Newcastle upon Tyne and Rio de Janeiro is important nationally and internationally by explaining/ linking a number of factors such as trade / transport links.	I can start to link urbanisation to time periods when describing urbanisation in HICs I can find and locate Rio de Janeiro and Newcastle on a map and start describe why it is important to UK and the rest of the world..	I can identify that cities are generally growing faster in poor countries. I can locate Rio de Janeiro and Newcastle on a world map and outline its importance to Brazil.

AUTUMN TERM YEAR 10

This term in GEOGRAPHY we will be learning about: Natural Hazards

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	I can link the physical processes with the resultant landforms and features and explain why these features differ at different plate margins or latitudes using detailed case studies. I can list a range of extreme weather events that have occurred in the UK, and can fully explain why they were 'extreme' using a case study to exemplify the impacts and responses. I can describe and explain the distribution of tropical storms in relation to latitude and can link this to climate change. I can evaluate the methods of mitigation and adaption against natural and the importance of a global approach.	I can explain the different processes that take place at constructive, destructive and conservative plate margin and latitudes and link these to the resultant weather, climate, features, landforms and short and long-term impacts. I can define global warming and give a range of evidence of natural and human causes over the Quaternary period explaining the link to extreme weathers. I can explain how the effects of natural hazards can be mitigated and adapted to in LICs and HICS.	I can briefly explain how warm air is transferred around the planet. I can explain in logical order the formation of tropical storms, earthquakes and volcanoes and refer to basic facts from the case study for each for short and long term impacts and responses. I can describe the types of extreme weather that the UK faces. I can define global warming and give one piece of evidence of natural and human causes I can list a range of strategies to reduce the impacts of natural hazards.	I can briefly describe how tropical storms, earthquakes and volcanoes are formed. I know what high and low pressure is and extreme weather. I can define extreme weather. I can recall some case study facts for Haiti, Japanese Tsunami, Typhoon Haiyan and Beast from the East. I can list the impacts of extreme weather and climate change.
SKILLS & APPLICATION	I can interpret the severity of natural hazards in relation to their location, linking human and physical factors and processes to such events. I can use latitude and longitude effectively to aid interpretation and location of hazards. I can interpret a range of graphical and numerical data, accurately.	I can describe and explain the distribution of earthquakes and volcanoes in relation to specifically named plate margins and tropical storms in relation to specific cells of air circulation and latitudes. I can interpret a range of graphical and numerical data with rare mistakes.	I can describe the distribution of tropical storms in relation to latitude and earthquakes and volcanoes in relation to the plate boundaries. I can describe a range of graphical and numerical data with occasional mistakes.	I can describe the location of natural hazards. I can use the main lines of latitude in an answer. I can make basic comments about a range of graphical and numerical data.
Key Vocab		Plate margin, Tsunami, Hadley Cell, Mitigation, Adaptation	**Assessments**	EoU Assessment

AUTUMN/SPRING TERM YEAR 10

This term in GEOGRAPHY we will be learning about: Resources and Food

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	I can evaluate why natural resources are important to people's wellbeing and standard of living, how the demand is changing in the UK over time linking with climate change and how we manage these. I can evaluate a range of reasons and suggest solutions why food supplies are spread unevenly across the globe referring to social, economic, environmental and political factors. I can give detailed examples of each. I can assess the methods of increasing food supply including Almeria and Jamalpur and how they've benefitted people with links to the wider world.	I can explain in detail why natural resources are important to people's wellbeing and standard of living, how the demand is changing in the UK over time and how we manage these, using a range of appropriate examples to do so. I can assess a range of reasons and suggest solutions why food supplies are spread unevenly across the globe referring to social, economic, environmental and political factors. I can give detailed examples of each. I can explain the methods of increasing food supply including Almeria and Jamalpur and how they've benefitted people with links to the wider world.	I can explain how access to natural resources can impact people's wellbeing. I describe how the UK's food, water and energy mix and demand for resources is changing over time . I can describe using examples, some of the ways in which the UK manages food supplies, water quality and energy use. I can define malnutrition and food security/insecurity giving some reasons why these happen. I can explain how food supplies can be increased and managed globally. I can describe what has been done in Almeria and Jamalpur in order to increase local food supplies, using some case study facts.	I know that some people have more and less resources than others. I can outline some reasons why the UKs resource demands are changing. I can recall some of the ways in which the UK manages food supplies, water quality and energy use. I can list some reasons why food supplies are spread unevenly across the globe. I can describe ways in which food supplies can be increased and managed globally. I can define food loss and food waste.
SKILLS & APPLICATION	I can accurately identify malnutrition and food security/insecurity using a wide range of complex graphical sources. I can calculate food miles and carbon footprints. I can describe patterns of resource allocation. I can accurately analyse energy mixes using a range of statistical methods.	I can identify with some accuracy malnutrition and food security/insecurity using a range of complex graphical sources. I can calculate food miles and carbon footprints. I can describe patterns of resource allocation. I can interpret energy mixes with accuracy, using a range of statistical methods.	I can identify malnutrition and food security/insecurity using a range of graphical sources. I can calculate food miles and carbon footprints. I can describe patterns of resource allocation. I can interpret energy mixes with accuracy, using basic statistical methods.	I can describe patterns of malnutrition and food security/insecurity using basic geographical terminology.. I can calculate food miles and carbon footprints. I can interpret energy mixes with accuracy.
	Key Vocab	Energy mix, Food insecurity, Hydroponics, Green revolution	**Assessments**	Mid Unit and EoU Assessment

This term in GEOGRAPHY we will be learning about: Living World

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	I can describe interdependence in the nutrient cycle and the impacts of changing climate on this using a range of detailed examples. I can evaluate the implications of deforestation on a local, national and international scale, using detailed context from Amazon to do so. I can make links between the opportunities and challenges to evaluate effectively and obtain measured conclusions in the context of a Draa Valley.	I can explain the interdependence of ecosystems using the nutrient cycle with reference to Wolves in Yellowstone, Epping Forest, the Amazon and Draa Valley. I can explain what the implications would be if soil, climate, animals were dramatically changed, linking this to animal and plant adaptations. I can discuss a range of causes and effects of deforestation in the Amazon and how we can manage this sustainably. I can analyse the importance of the different opportunities and challenges within the Draa Valley, explaining how we manage this biome sustainably.	I can explain how different parts of an ecosystem are linked using wolves in Yellowstone as an example I can link plant and animal life to the climate in Epping Forest, the Amazon and Draa Valley. I can explain how at least 3 features of plants and animals help it to survive in different biomes. I can explain the opportunities and benefits of living in the tropical rainforests and deserts. I can explain why the rainforest and desert is important on a local, national and international/global scale and how we manage these areas sustainably.	I can give at least 3 examples of producers and consumers in Epping Forest. I can explain why people live in rainforests and deserts. I can describe some of the unique types of plants and animals which can be found in the tropical rainforest and deserts. I can describe the weather and climate of the rainforest. I can describe at least three reasons for why deforestation and desertification is occurring and what we can do to stop this.
SKILLS & APPLICATION	I can describe the distribution of global ecosystems or deforestation and desertification, using latitude and longitude across the world, describe the characteristics of each and explain this location using global atmospheric circulation. I can illustrate the causes and challenges of desertification using map or photographic evidence to support my statements.	I can explain why biomes are located in certain lines of latitude around the world, linking this to climate. I can interpret rates of desertification and deforestation using map or photographic evidence or graphical information.	I can explain why ecosystems are located in certain lines of latitude around the world. I can describe the distribution of global ecosystems across the world and interpret the characteristics of each. I can describe the global pattern of deforestation and desertification.	I can locate 2 types of biome on a world map. I can describe where desertification and deforestation is happening using maps and graphical information.
	Key Vocab	Biotic/abiotic, Rewilding, Sustainable management, Desertification	**Assessments**	Mid Unit and EoU Assessment

This term in GEOGRAPHY we will be learning about: Changing Economic World

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	I can evaluate the importance of using a range of indicators to measure development. I can discuss the importance of physical, economic and historical causes of uneven development and analyse the impact that a wide range of strategies will have on reducing the development gap. I can evaluate, using evidence the impact of industrial development on China and its QoL. I can evaluate the impact of globalisation, de-industrialisation and government policy on the UK's changing employment structure, rural areas and links to the rest of the world and their relative importance. I can discuss the benefits of strategies used to reduce regional differences and describe the likely extent of their effectiveness.	I can start to explain the issues with using some development indicators. I can explain a range of factors that impact on development from across the three categories and how we can improve development and quality of life. I can describe, supported with evidence the changes in China's industrial structure over time, explaining the advantages and disadvantages of this. I can link the UK's change in employment structure to globalisation, government policy and declining industry, sustainable industries and changes in rural areas. I can name and describe a range of strategies that have been used to resolve regional differences. I can explain a range of economic and political inks that the UK has with the wider world.	I can classify indicators into social and economic. I can outline how a physical, economic and historical factor can affect levels of development and suggest strategies to overcome this – including tourism in Kenya. I can describe why TNCs such as Apple choose to locate in other countries and the impact of this economic development on China and the UK. I can state why science and business parks have developed in particular locations. I can describe the changes that have taken place in an area of rural population decline and growth. I can start to explain how trade, culture, transport and electronics help link the UK to the rest of the world.	I can describe how 3 factors can affect development. I can describe the rate of change of birth/death rates at each stage of the DTM. I can describe at least three strategies that can be used to reduce the development gap. I can define the four types of industry and how these differ between China and the UK. I can list some of the strategies used by China to encourage foreign investment and the impacts of this. I can identify the changes that have taken place in two rural areas in the UK. I can describe why there is a north-south divide in the UK. I can describe links that the UK has with the rest of the world.
SKILLS & APPLICATION	I can interpret the UK's links to the wider world from a range of data presentation techniques. I can analyse the significance of China's trade links to it changing political and social structure.	I can identify anomalies in the global pattern of development. I can interpret geographical models such as the DTM and link this to the knowledge learnt.	I can describe the global pattern of debt and inequality. I can describe changes in the DTM. I can describe simple changes in China's industrial structure over time.	I can locate China and the UK on a world map. I can describe proportions of jobs using graphical sources. I can interpret the DTM.
	Key Vocab	Uneven development, Population pyramids, Manufacturing, Service sector, Deindustrialisation	**Assessments**	Mid Unit Assessment and EoU Assessment in Y11

SUMMER YEAR 10 & AUTUMN TERM Y11

This term in GEOGRAPHY we will be learning about: Coasts and Rivers

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	I can explain how the processes of weathering, mass movements erosion, transport and deposition shape coastal and river landscapes. I can compare the upper, middle and lower course of a river with its long and cross profiles and link this to the landforms and examples from the Holderness Coast and the River Tees. I can give detailed explanation of the formation of erosional and depositional landforms in chronological order with terminology and examples. I can evaluate factors causing the Holderness Coast and Great Ayton is susceptible to erosion and flooding, the impacts of such events and the effectiveness of hard and soft engineering strategies.	I can explain why the coastline and rivers differ along them and I am able to link it to the processes of weathering, mass movement, erosion and deposition. I can fully explain the formation of erosional and depositional landforms in chronological order with geographic terminology linking these to examples from the Holderness or River Tees. I can describe and explain a range of hard and soft engineering techniques and can discuss the benefits and issues associated with coastal management schemes. I can explain why the Holderness Coast and Great Ayton is susceptible to erosion and flooding, the impacts of such events and the effectiveness of such strategies to protect these locations.	I can define the different types of weathering, mass movement, erosion, transport and deposition. I can compare the characteristics of constructive and destructive waves. I can identify a river's long and cross profile. I can give basic descriptions of the formation of each of these erosional and depositional coastal and river landforms using some key terms. I can give examples of hard and soft engineering for coasts and rivers and examples of where they have been used on the Holderness Coast and River Leven. I can explain why management strategies are needed on the coast and along rivers, linking this to the impacts of coastal erosion and river flooding.	I can define the terms weathering, mass movement, erosion, transport and deposition. I can list the characteristics of waves. I can recognise coastal and river landforms. I know why the coast and rivers need to be managed and can list management strategies for each. I can give examples from the Holderness Coast and River Leven in Great Ayton about how and why to manage these landscapes. I can outline how people and the environment may be impacted by coastal erosion and flooding.
SKILLS & APPLICATION	I can describe the UK's physical landscape in detail using a physical map and its key accurately. I can identify the compass direction that a photograph was taken coastal and river landforms from aerial photographs and O.S. maps, linking this to the processes of formation and the landscape they're in..	I can describe the UK's physical landscape in detail, naming a range of the UK's rivers and mountain ranges, and locate them on a map. I can identify coastal and river landforms from aerial photographs and O.S. maps, linking this to the processes of formation.	I can describe the UK's physical landscape. I can identify coastal and river landforms from O.S. maps using 4 and 6 figure grid references.	I know what the features of the UK's landscape are and can name them. I can identify coastal and river landforms from photographs.
	Key Vocab	Abrasion, Hydraulic action, Longshore drift, Fetch, Lateral erosion, Impermeable	**Assessments**	Mid Unit Assessment Coasts and EoU Assessment