## 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.<br><br>I can explain what the greenhouse effect is can explain evidence of climate change.<br><br>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.<br><br>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.<br><br>I can explain what the greenhouse effect is.<br><br>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.<br><br>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.<br><br>I can calculate, analyse and evaluate my carbon footprint. | I can draw and analyse a climate graph.<br><br>I can calculate and analyse my carbon footprint. | I can describe and draw a climate graph.<br><br>I can calculate my carbon footprint. | I can describe a climate graph.<br><br>I can describe how to calculate my carbon footprint. |
| | **Key Vocab** | (Enhanced) Greenhouse effect<br>Carbon footprint<br>Renewable energy<br>Sustainability<br>Endangered | **Assessments** | Climate Change Disaster Plan<br>EoU Assessment |

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# EGGLESCLIFFE SCHOOL AND SIXTH FORM COLLEGE

# CRUCIAL KNOWLEDGE

## 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.<br><br>I can explain the reasons for differences in climate and poverty across Africa using climate graphs, choropleth maps and HDI.<br><br>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.<br><br>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.<br><br>I can describe the differences in climate and poverty across Africa using climate graphs and HDI.<br><br>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.<br><br>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 .<br><br>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.<br><br>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.<br><br>I can describe the differences in climate and poverty across Africa .<br><br>I can describe what life is like for people living in various parts of Africa and compare this to life in the UK.<br><br>I can describe some environmental issues across Africa. |
| **SKILLS & APPLICATION** | I can draw, compare and analyse climate graphs.<br><br>I can create a choropleth map, describe patterns and trends and give reasons for these.<br><br>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.<br><br>I can create a choropleth map and describe patterns and trends.<br><br>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.<br><br>I can describe and create a choropleth map.<br><br>I can complete a decision making exercise on Sudan and can justify the decisions I have made | I can describe a climate graph.<br><br>I can describe a choropleth map.<br><br>I can complete a decision making exercise on Sudan by describing what I would do to improve life there. |
| | **Key Vocab** | Continent<br>Misconception<br>HDI<br>Ecotourism<br>Water Insecurity | **Assessments** | Sudan Decision Making Task<br>Recall Test 1 on LAGI and Africa |

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## This term in GEOGRAPHY we will be learning about COASTS

| | Mastery | Working beyond National Standards | Working at national standards | Working below national standards |
|---|---|---|---|---|
| **KNOWLEGE** | I can define key terms in this topic such as erosion, deposition and transportation., physical processes, engineering and longshore drift.<br><br>I can explain how waves and tides form. I can compare the characteristics of constructive and destructive waves.<br><br>I can explain the different types of erosion and weathering I can explain how erosion effects people and the environment on our coastlines including examples such as Holbeck Hall Hotel.<br><br>I can explain how erosional and depositional landforms are created using physical processes including erosion types, deposition and longshore drift.<br><br>I can evaluate the use of hard and soft engineering techniques to manage coastlines and can give examples of locations they have been used such as Redcar and Holderness. | I can define key terms in this topic such as erosion, deposition and transportation., physical processes, engineering and longshore drift.<br><br>I can explain how waves and tides form. I can give characteristics of constructive and destructive waves.<br><br>I can describe the different types of erosion and weathering I can explain how erosion effects people and the environment on our coastlines including examples such as Holbeck Hall Hotel.<br><br>I can explain how erosional landforms such as headlands, bays, caves, arches, stacks and stumps are created on coastlines. I can explain the process of longshore drift and how this creates spits, bars and wave-cut platforms.<br><br>I can explain hard and soft engineering techniques that can be used to manage coastlines. | I can define key terms in this topic such as beach, cliff, wave, tide, coast, erosion, deposition and transportation.<br><br>I can describe differences between waves and tides and explain how they both form.<br><br>I can explain what erosion is and how it effects people and the environment on our coastlines. I can explain what happened to Holbeck Hall Hotel.<br><br>I can explain how some erosional and depositional landforms are created on coastlines.<br><br>I can explain some ways that coastlines can be managed. | I can define key terms in this topic such as beach, cliff, wave, tide, coast, erosion, deposition and transportation.<br><br>I can describe features of waves and tides.<br><br>I can explain what erosion is and how it effects the coastline. I can describe what happened to Holbeck Hall Hotel.<br><br>I can name some landforms that erosion and deposition creates.<br><br>I can name some ways that coastlines can be managed. |
| **SKILLS & APPLICATION** | I can draw, label, describe and explain diagrams of different coastal features including coastlines, erosional landforms, tides and physical processes.<br><br>I can write a can write a diary entry on the causes, impacts and responses to a tidal event and a newspaper article on the causes, impacts and responses to the Holbeck Hall Hotel event. I can evaluate and justify my decisions. | I can draw, label and describe diagrams of different coastal features including coastlines, erosional landforms and tides.<br><br>I can write a diary entry on the causes and impacts of a tidal event and a newspaper article on the causes, impacts and responses to the Holbeck Hall Hotel event. I can justify my decisions for future responses. | I can draw and label diagrams of different coastal features including coastlines and erosional landforms..<br><br>I can write a diary entry on a tidal event and newspaper article on the causes and impacts of the Holbeck Hall Hotel event. | I can label diagrams of different coastal features including coastlines and erosional landforms..<br><br>I can write a diary entry and newspaper article on coastal events. |
| **Key Vocab** | | Tide<br>Erosion<br>Weathering<br>Longshore drift<br>Coastal management | **Assessments** | Holbeck Hall Hotel Newspaper<br>EoU Test |

## This term in GEOGRAPHY we will be learning about WEATHER & CLIMATE

| | Mastery | Working beyond National Standards | Working at national standards | Working below national standards |
|---|---|---|---|---|
| **KNOWLEGE** | I can define key terms in this topic such as evaporation, condensation, precipitation, air masses and fronts.<br><br>I can interpret a weather forecast using maps and write a weather forecast. I can describe equipment that can be used to measure the weather.<br><br>I can explain how climate zones and air masses affect climate across the world.<br><br>I can explain how and why soil type can differ in the different climate zones. I can describe cloud types and explain the processes of each rainfall type.<br><br>I can explain the weather conditions that anticyclones and depressions bring and explain what the cross section of a depression looks like.<br><br>I can undertake fieldwork to explain factors that affect microclimates and write up my findings in a report. | I can define key terms in this topic such as evaporation, condensation, precipitation, air masses and fronts.<br><br>I can interpret a weather forecast using maps and name and describe equipment that can be used to measure the weather.<br><br>I can name and locate climate zones and give factors that affect climate zones. I can locate and give characteristics of air masses that affect the UK's weather.<br><br>I can describe characteristics of soil types and explain how the climate can affect soil. I can describe cloud and rainfall types.<br><br>I can describe characteristics of anticyclones and depressions and explain the weather conditions they can bring.<br><br>I can undertake fieldwork to explain factors that affect microclimates. | I can define key terms in this topic such as weather, climate, evaporation, condensation and precipitation.<br><br>I can describe what a weather forecast shows, and name and describe equipment that can be used to measure the weather.<br><br>I can name and locate climate zones, describe characteristics of soil, cloud and rainfall types. I can describe characteristics of anticyclones and depressions.<br><br>I can define what microclimates are and explain factors that can affect them. | I can define key terms in this topic such as weather, climate, evaporation, condensation and precipitation.<br><br>I can list features shown on a weather forecast and name the equipment that can be used to measure weather.<br><br>I can name climate zones, soil, cloud and rainfall types.<br><br>I can define what microclimates are. |
| **SKILLS & APPLICATION** | I can interpret the weather forecast using a map including isobars and fronts and link this to anticyclones and depressions.<br><br>I can explain reasons for the location of climate zones using a world map. I can draw and analyse climate graphs.<br><br>I can undertake fieldwork to investigate microclimates and write up my findings. | I can interpret the weather forecast using a map.<br><br>I can locate and describe climate zones on a world map. I can draw and describe climate graphs.<br><br>I can undertake fieldwork to investigate microclimates. | I can interpret the weather forecast using a map.<br><br>I can locate climate zones on a world map. I can draw and describe climate graphs.<br><br>I can measure some characteristics of the weather. | I can describe the weather forecast using a map.<br><br>I can locate climate zones on a world map. I can describe what climate graphs show.<br><br>I can take and record temperature. |
| | **Key Vocab** | Weather<br>Climate<br>Anemometer<br>Anticyclones<br>Depressions | **Assessments** | Recall Test 2<br>Microclimates Fieldwork |

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## This term in GEOGRAPHY we will be learning about COLD ENVIRONMENTS

| | Mastery | Working beyond National Standards | Working at national standards | Working below national standards |
|---|---|---|---|---|
| **KNOWLEGE** | I can compare polar and tundra areas referring to their physical geography<br><br>I can describe and explain sequentially how specific erosional and depositional processes create a wide range of glacial landforms.<br><br>I can evaluate ways that glaciated landscapes are used by people taking into consideration conflicts between different stakeholders. I can make reference to a specific case study in the UK – the Lake District<br><br>I can justify my decision on whether tourism should be allowed in Antarctica using a range of evidence.<br><br>I can evaluate the effectiveness of the Antarctic Treaty in protecting the continent's sustainability. I can offer suggestions on how the Treaty could be further improved. | I can explain the difference between polar and tundra areas, referring to key characteristics of each environment.<br><br>I can describe and explain a range of landforms that can be found in glacial areas, resulting from processes of erosion, transport and deposition.<br><br>I can explain and evaluate ways that glaciated areas are used by people for economic reasons.<br><br>I can categorise Antarctica's tourist attractions into physical and human.<br><br>I can explain different viewpoints on whether tourism should be allowed in Antarctica using evidence. I can explain how rules in the Antarctic Treaty protect Antarctica. | I can describe polar and tundra areas and locate these on a world map.<br><br>I can describe landforms that can be found in glaciated areas and give reasoning as to how they form<br><br>I can describe ways in which glaciated areas can be used by people for economic reasons.<br><br>I can suggest reasons why people would want to visit cold environments such as Antarctica. I can list specific Antarctica tourist attractions.<br><br>I can appreciate different viewpoints on whether tourism should be allowed in Antarctica and can describe how activities in Antarctica are managed, with reference to the Antarctic Treaty. | I can define cold environment, polar environment, tundra environment and glacier.<br><br>I can list some landforms that can be found in glaciated areas<br><br>I can suggest ways that glacial environments are used by people.<br><br>I can list reasons why people would want to visit cold environments<br><br>I can suggest ways in which Antarctica is protected by the Antarctic Treaty. |
| **SKILLS & APPLICATION** | I can analyse trends and draw climate graphs accurately.<br><br>I can explain what GIS is and comment on its usefulness in Geography and the wider world. | I can analyse trends and draw climate graphs accurately.<br><br>I can describe how GIS can be used in Geography.<br>. | I can draw and describe climate graphs.<br><br>I know what GIS is. | I can describe climate graphs. |
| | **Key Vocab** | Tundra<br>Polar<br>Glacier<br>Ice sheet<br>Plucking (quarrying) | **Assessments** | Antarctica Leaflet<br>EoU Test |

## SUMMER TERM YEAR 7

## 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**<br>I can define key terms in the water cycle and a drainage basin such as infiltration, interception and transpiration, and impermeable.<br><br>I can compare the changes of a rivers characteristics along the long profile of a river and can explain why these changes occur.<br><br>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.<br><br>I can explain how the above knowledge can apply to The River Tees.<br><br>**Flooding:**<br>I can explain a wide range of human and physical causes, social, economic and environmental effects and short and long term responses to flooding.<br>I can evaluate how these differ between a HIC (UK) and LIC (Bangladesh). | **Rivers:**<br>I can define key terms in the water cycle and a drainage basin such as infiltration, interception and transpiration, confluence and watershed.<br><br>I can compare the changes of a rivers characteristics along the lower, middle and upper course of the river.<br><br>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.<br><br>I identify some of these features along The River Tees.<br><br><br>**Flooding:**<br>I can explain a range of causes, effects and responses to flooding and compare these in a HIC (UK) and LIC (Bangladesh). | **Rivers:**<br>I can define key terms in the water cycle and a drainage basin such as evaporation, condensation, precipitation, source and mouth.<br><br>I can describe some features of the upper, middle and lower courses of a river.<br><br>I can state some physical processes that create these features.<br><br>I can recognise some of these features on The River Tees.<br><br><br>**Flooding:**<br>I can describe some causes, effects and responses to flooding. | **Rivers:**<br>I can define key terms in the water cycle and a river such as evaporation, condensation, precipitation, source and mouth.<br><br>I can list some features of the upper, middle and lower courses of a river.<br><br><br><br>**Flooding:**<br>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.<br><br>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.<br><br>I can draw and analyse hydrographs. | I can use models and diagrams to describe changes along a river.<br><br>I can describe and draw a hydrograph. | I can use diagrams to list changes along a river.<br><br>I can describe a hydrograph. |
| | **Key Vocab** | Precipitation<br>Infiltration<br>Transpiration<br>Erosion<br>Deposition<br>Drainage basin | **Assessments** | River Long profile A3 Poster<br>EoU Assessment |

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**AUTUMN TERM YEAR 8**

## 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:**<br>I can define key terms such as biomass, litter, biosphere, provisioning and regulating.<br><br>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.<br><br>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.<br><br>I can explain the causes of decline in UK species and create a management strategy for encouraging biodiversity into the UK.<br><br>**Tropical Rainforests:**<br>I can describe the distribution and characteristics of the structure of the TRF and give animal and plant adaptations.<br><br>I can define deforestation and sustainability and can explain some causes, social, economic and environmental impacts and evaluate these solutions. | **Ecosystems:**<br>I can define key terms such as biomass, litter, biosphere, provisioning and regulating.<br><br>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.<br><br>I can explain ways that people can exploit different types of ecosystems for goods and services and how these can be overexploited.<br><br>I can describe some characteristics and concerns of some of the UK's ecosystems and explain the causes of decline in UK species.<br><br>**Tropical Rainforests:**<br>I can describe the distribution of tropical rainforests and annotate the characteristics of a tropical rainforest onto the rainforest structure.<br><br>I can define deforestation and sustainability and can explain some causes, social, economic and environmental impacts and explain solutions to deforestation including ecotourism. | **Ecosystems:**<br>I can define key terms such as ecosystem, biome, biotic and abiotic.<br><br>I can locate and describe the characteristics of the world's biomes. I can label and describe the nutrient cycle.<br><br>I can describe ways that people can exploit different types of ecosystems for goods and services.<br><br>I can describe some characteristics and concerns of some of the UK's ecosystems.<br><br>**Tropical Rainforests:**<br>I can list some characteristics and describe the distribution of tropical rainforests.<br><br>I can define deforestation and sustainability and can describe some causes, impacts and possible solutions to deforestation. | **Ecosystems:**<br>I can define key terms such as ecosystem, biome, biotic and abiotic.<br><br>I can locate the world's biomes and label the nutrient cycle.<br><br>I can list ways that people can use different types of ecosystems for goods and services.<br><br>I can state some of the UK's ecosystems and the type of species that would live there.<br><br>**Tropical Rainforests:**<br>I can list some characteristics of tropical rainforests.<br><br>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.<br><br>I can describe and explain the distribution of the world's biomes.<br><br>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.<br><br>I can describe the distribution of the world's biomes.<br><br>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.<br><br>I can locate some of the world's biomes.<br><br>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.<br><br>I can locate some of the world's biomes.<br><br>I can complete fieldwork on biodiversity at Egglescliffe School and write a report of my methods and findings. |
| | **Key Vocab** | Ecosystem<br>Biome<br>Biotic<br>Abiotic<br>Rewilding | **Assessments** | Egglescliffe School Ecosystems Report<br>Recall Test – Rivers & Ecosystems |

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## This term in GEOGRAPHY we will be learning about POPULATION

| | Mastery | Working beyond National Standards | Working at national standards | Working below national standards |
|---|---|---|---|---|
| **KNOWLEGE** | I can define key terms such as migration, pro-natalist, anti-natalist, demographics and optimum population.<br><br>I can describe the distribution of global population and explain reasons for the distribution. I can explain factors that can affect the density of population and that affect birth and death rates.<br><br>I can describe, explain and analyse the DTM to work out which stages different events would happen in.<br><br>I can explain and evaluate the use of China's One Child policy is and can evaluate the use of pro-natalist policies in different countries.<br><br>I can evaluate the viewpoints of Malthus and Boserup on future population growth.<br><br>I can evaluate the use of different policies that could be applied to control the population growth in Nigeria. | I can define key terms such as migration, pro-natalist, anti-natalist, demographics and optimum population.<br><br>I can describe the distribution of global population. I can explain factors that can affect population density, birth and death rates.<br><br>I can describe what the DTM shows and can give reasons for the different stages.<br><br>I can explain some positives and negatives of China's One Child policy and pro-natalist population policies used in France and Russia.<br><br>I can explain the viewpoints of Malthus and Boserup on future population growth and apply it to my own viewpoints.<br><br>I can describe and explain what has happened to Nigeria's population and explain the policies that could be applied to control its population growth. | I can define key terms such as population, density and distribution.<br><br>I can identify and describe sparsely and densely populated places and the patterns in birth and death rates.<br><br>I can describe what the DTM shows.<br><br>I can explain what China's One Child policy is and why it was needed and can describe pro-natalist population policies used in France and Russia.<br><br>I can describe the viewpoints of Malthus and Boserup on future population growth.<br><br>I can describe and explain what has happened to Nigeria's population. | I can define key terms such as population, density and distribution.<br><br>I can identify sparsely and densely populated places and the patterns in birth and death rates.<br><br>I can explain what China's One Child policy is and can describe population policies used in France and Russia.<br><br>I can describe different viewpoints on future population growth.<br><br>I can describe what has happened to Nigeria's population. |
| **SKILLS & APPLICATION** | I can draw and describe the DTM and explain which stage of the DTM countries would be in.<br><br>I can analyse population pyramids and describe what they would look like for different countries.<br><br>I can use data and maps to describe and explain Nigeria's population and evaluate the use of population strategies based on evidence to manage Nigeria's population growth. | I can label and describe the DTM and population pyramids and describe what they would look like for different countries.<br><br>I can describe the distribution of global population.<br><br>I can use data and maps to describe and explain Nigeria's population and implement population strategies based on evidence. | I can create a topological map.<br><br>I can label and describe the DTM and population pyramids.<br><br>I can locate and describe some sparsely and densely populated places.<br><br>I can use data and maps to describe and explain Nigeria's population. | I can describe what a topological map is.<br><br>I can label the DTM and population pyramids.<br><br>I can locate some sparsely and densely populated places.<br><br>I can use data and maps to describe Nigeria's population. |
| | **Key Vocab** | Population<br>Population density<br>Population policies<br>Demographic transition (DTM) | **Assessments** | Mid-unit test<br>Nigeria written assessment |

## SPRING TERM YEAR 8

## This term in GEOGRAPHY we will be learning about DEVELOPMENT IN DESERTS

| | Mastery | Working beyond National Standards | Working at national standards | Working below national standards |
|---|---|---|---|---|
| **KNOWLEGE** | I can define key terms such as drought, arid, development, desertification and water insecurity. | I can define key terms such as drought, arid, development, desertification and water insecurity. | I can define key terms such as desert, adaptations, desertification and water insecurity. | I can define key terms such as desert, adaptations, and water shortages. |
| | I can describe characteristics of a desert, name and locate some deserts and explain how adaptations of plants and animals help them to survive in the desert. | I can describe characteristics of a desert, name and locate some deserts and explain the adaptations of plants and animals that live there. | I can describe characteristics of a desert, name and locate some deserts and identify plants and animals that live there along with their adaptations. | I can name and locate some deserts and identify plants and animals that live there. |
| | I can explain how life has changed for people of the desert such as San Bushmen and predict what will happen to them in future. | I can explain what life is like in the desert for people such as the San Bushmen and how this has changed overtime. | I can explain what life is like in the desert for people such as the San Bushmen. | I can give characteristics of the San Bushmen tribe. |
| | I can evaluate the development of the desert such as the Thar Desert and Dubai and explain how development has changed these areas overtime. | I can explain some development opportunities and challenges of living in the desert such as the Thar Desert and Dubai. | I can describe some opportunities and challenges of living in the desert. | I can describe some challenges of living in the desert. |
| | I can describe the distribution of areas at risk of desertification and explain causes, effects and solutions to desertification and water insecurity. | I can describe the distribution of areas at risk of desertification and explain causes and effects of desertification and water insecurity. | I can describe the distribution of areas at risk of desertification and explain some effects of desertification and water insecurity. | |
| **SKILLS & APPLICATION** | I can describe and explain the distribution of deserts and areas at risk of desertification using a world map. | I can describe the distribution of deserts using a world map. | I can describe the location of deserts using a world map. | I can locate deserts using a world map. |
| | I can draw and analyse a climate graph. | I can draw and describe a climate graph. | I can draw and describe a climate graph. | I can describe a climate graph. |
| | **Key Vocab** | Desert<br>Adaptations<br>Development<br>Desertification<br>Water insecurity | **Assessments** | 6 mark exam question on Thar Desert<br>EoU Test |

### SPRING/SUMMER TERM YEAR 8

| This term in GEOGRAPHY we will be learning about GLOBALISATION & SUPERPOWERS | | | | |
|---|---|---|---|---|
| | **Mastery** | **Working beyond National Standards** | **Working at national standards** | **Working below national standards** |
| **KNOWLEGE** | I can define key terms such as globalisation, outsourcing, sweatshops, manufacturing, trade deficit, debt and superpowers.<br><br>I can analyse how each country has a different employment structure.<br><br>I can explain the causes of globalisation overtime and explain how this leads to development. I can also explain why outsourcing takes place and sweatshops exist. I can explain the advantages and disadvantages of globalisation and the impact of TNC's in China and evaluate whether globalisation and TNC's are good or bad, using case studies.<br><br>I can compare countries economically to show which is the biggest superpower and can evaluate whether Russia is a superpower.<br><br>I can explain why tourists may visit Russia using human and physical features and can evaluate whether tourists should visit.<br><br>I can explain the causes and impacts of the Russia / Ukraine conflict and can evaluate and predict what may happen in future. | I can define key terms such as globalisation, outsourcing, sweatshops, manufacturing, trade deficit, debt and superpowers.<br><br>I can describe and give examples of different types of employment sector.<br><br>I can explain the causes of globalisation and outsourcing and explain why sweatshops exist and explain the advantages and disadvantages of globalisation and the impact of TNC's.<br><br>I can explain how different events in history have changed pollution problems in China.<br><br>I can compare countries economically to show which is the biggest superpower. And can describe how Russia and China have developed overtime.<br><br>I can explain why tourists may visit Russia using human and physical features and give impacts for tourists visiting.<br><br>I can explain the causes and impacts of the Russia / Ukraine conflict. | I can define key terms such as globalisation, outsourcing, sweatshops, trade, TNC's and superpowers.<br><br>I can describe the different types of employment sector.<br><br>I can explain the causes and impacts of globalisation and can explain why outsourcing takes place and why sweatshops exist.<br><br>I can explain the impacts of TNC's including environmental problems.<br><br>I can explain how countries can become a superpower.<br><br>I can explain why tourists may visit Russia using human and physical features.<br><br>I can describe what has happened in the conflict between Russia and the Ukraine. | I can define key terms such as globalisation, outsourcing, sweatshops, trade, TNC's and superpowers.<br><br>I can explain reasons for globalisation.<br><br>I can explain reasons for TNC's locating in China.<br><br>I can list some environmental problems in China.<br><br>I can identify some human and physical features of Russia.<br><br>I can give some key facts about the Ukraine and Russia conflict. |
| **SKILLS & APPLICATION** | I can analyse graphs on employment structure to determine the development of different countries.<br><br>I can create and analyse a proportional arrows map to show global trade patterns.<br><br>I can locate Russia on a map and describe the distribution of its cities and geographical features. I can use this to explain why its location is important in becoming a superpower. | I can describe graphs on employment structure and compare them of different countries.<br><br>I can create a proportional arrows map to show global trade patterns.<br><br>can locate Russia on a map and describe the distribution of its cities and geographical features. | I can describe graphs on employment structure.<br><br>I can describe a proportional arrows map to show global trade patterns.<br><br>I can locate Russia on a map and describe its location, cities and geographical features. | I can describe graphs on employment structure.<br><br>I can locate Russia on a map and describe its location. |
| | **Key Vocab** | Globalisation<br>TNCs<br>Outsourcing<br>Sweatshops<br>Superpowers<br>Manufacturing | **Assessments** | Recall Test 2<br>9 mark exam question on TNC's |

## SUMMER 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>I can explain how tectonic plates move and explain what happens at each type of plate boundary.<br><br>I can categorise rock types and explain how each type is formed. I can give characteristics of the different types of volcano.<br><br>I can explain the primary and secondary impacts of tectonic hazards and can explain methods of prediction, planning, protection used to respond to these.<br><br>I can compare the impacts and responses to an earthquake in a HIC (Japan) and LIC (Haiti).<br><br>I can explain reasons why people may live near areas of tectonic hazards. | I can define key terms associated with the Earth's structure,.<br><br>I can describe each of the plate boundary types and can categorise rock types.<br><br>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.<br><br>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.<br><br>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.<br><br>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** | Constructive plate<br>Destructive plate<br>Seismic waves<br>Focus<br>Composite cone | **Assessment** | Mid-unit test<br>Haiti & Japan Comparison Assessment<br>9 mark supervolcanoes question |

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**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.<br><br>I can explain the causes of uneven development including physical, historical and economic factors.<br><br>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.<br><br>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.<br><br>I can explain the causes of uneven development.<br><br>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.<br><br>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.<br><br>I can describe some causes of uneven development.<br><br>I can describe ways that the development gap can be reduced, including fair trade, ecotourism, small-scale and large-scale projects.<br><br>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.<br><br>I can list some causes of uneven development.<br><br>I can list ways that the development gap can be reduced.<br><br>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.<br><br>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.<br><br>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<br>Development indicator<br>SoL<br>QoL<br>Top-down and bottom up | **Assessment** | Mid-unit Test<br>Recall test – Tectonics & Contrasting World<br>Namibia Assessment |

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## This term in GEOGRAPHY we will be learning about WEATHER HAZARDS

| | Mastery | Working beyond National Standards | Working at national standards | Working below national standards |
|---|---|---|---|---|
| **KNOWLEGE** | I can define key terms associated with this topic such as weather hazards, tropical storms, latent heat, modifying loss and vulnerability.<br><br>I can locate where tropical storms, tornadoes, firenadoes and wildfires occur and explain how tropical storms are measured.<br><br>I can explain the causes, effects and responses to wildfires, tornadoes, firenadoes and weather events on the UK such as Beast from the East.<br><br>I can compare the causes, impacts and responses of a tropical storm in a HIC and an LIC.<br><br>I can categorise effects into primary or secondary and social, economic or environmental. I can categorise responses into short and long term. | I can define key terms associated with this topic such as weather hazards, tropical storms, latent heat, modifying loss and vulnerability.<br><br>I can locate where tropical storms, tornadoes, firenadoes and wildfires occur and explain how tropical storms are measured.<br><br>I can explain the causes and effects of tropical storms, wildfires, tornadoes, firenadoes and weather events on the UK such as Beast from the East. | I can define key terms associated with this topic such as weather hazards, tropical storms, tornadoes, firenadoes and wildfires.<br><br>I can locate where tropical storms, tornadoes, firenadoes and wildfires occur and explain how tropical storms are measured.<br><br>I can describe the effects of tropical storms, wildfires, tornadoes, firenadoes and weather events on the UK such as Beast from the East. | I can define key terms associated with this topic such as weather hazards, tropical storms, tornadoes, firenadoes and wildfires.<br><br>I can locate where tropical storms and wildfires occur and explain how tropical storms are measured.<br><br>I can describe some effects of tornadoes and firenadoes. |
| **SKILLS & APPLICATION** | I can use maps to describe and explain the distribution of tropical storms, tornadoes, firenadoes and wildfires.<br><br>I can draw and annotate diagrams to explain the formation of different weather hazards. | I can use maps to describe the distribution of tropical storms, tornadoes, firenadoes and wildfires.<br><br>I can draw and describe diagrams to show how different weather hazards forms. | I can use maps to locate where tropical storms, tornadoes, firenadoes and wildfires occur.<br><br>I can label diagrams to show how different weather hazards form. | I can use maps to locate where tropical storms and wildfires occur. |
| | **Vocab** | Weather hazards<br>Latent heat<br>Modifying the loss<br>Modifying vulnerability | **Assessment** | Assessment 1 – Comparing Tropical Storms Exam Question<br>Assessment 2 – EoU Test<br>Assessment 3 – Recall Test 2 |

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| This term in GEOGRAPHY we will be learning about GEOGRAPHICAL SKILLS | | | | |
|---|---|---|---|---|
| | **Mastery** | **Working beyond National Standards** | **Working at national standards** | **Working below national standards** |
| **KNOWLEGE** | I can use statistical tests such as Spearman's Correlation Coefficient to calculate the strength of a relationship between 2 variables.<br><br>I can accurately interpret relief of the land and assess which human actions are appropriate in given situations based on this relief.<br><br>I can draw cross profiles from contour information alone. | I can calculate interquartile ranges, percentages , percentage increase and decreases.<br><br>I can interpret and complete population pyramids.<br><br>I can complete histograms and evaluate their uses.<br><br>I can use contour lines to establish the height of land.<br><br>I can calculate distances along a non-straight plane. | I can use an atlas to identify locations using lines of latitude and longitude.<br><br>I can complete proportional circles using the correct equations.<br><br>I can complete scatter plots and identify lines of best fit. From this I can interpret the strength of correlation.<br><br>I can describe trends and anomalies in graphical data using evidence.<br><br>I can explain what a GIS is and how it is used in different careers. | I can define key terms associated with this topic such as relief, latitude and contour line.<br><br>I can locate objects on a map using 4 figure grid references accurately.<br><br>I can calculate straight line distances on a map.<br><br>I can complete divided bar and pie charts with accuracy.<br><br>I can complete choropleth mapping. |
| **SKILLS & APPLICATION** | I can evaluate which Geographical Skills to use in unfamiliar situations and apply the most suitable skills to implement.<br><br>I can make recommendations based on information received and decisions I have made.. | I can evaluate and pick the most suitable Geographical Skills to apply to a task from a wide range of options. | I can evaluate the strengths and weaknesses of different Geographical Skills and complete a wide range of skills with considerable accuracy. | I can complete a range of Geographical Skills with some accuracy. |
| | **Vocab** | Weather hazards<br>Latent heat<br>Modifying the loss<br>Modifying vulnerability | **Assessment** | Assessment 1: Booklet<br>Assessment 2: Report write up |

**This term in GEOGRAPHY we will be learning about SETTLEMENT**

| | Mastery | Working beyond National Standards | Working at national standards | Working below national standards |
|---|---|---|---|---|
| **KNOWLEGE** | I can critically evaluate why solutions might work on a certain spatial or temporal scale but might not be appropriate in a range of situations or in the future.<br><br>I can assess the strategies available and evaluate which would be the most appropriate in a given situation.<br><br>I can evaluate the success of urban improvement schemes. | I can explain and categorise the social, economic and environmental opportunities and challenges of living in Rio de Janeiro.<br><br>I can evaluate challenges and opportunities.<br><br>I can identify barriers to solutions to improve urban areas. | I can interpret different land use models and describe the different land use in each zone.<br><br>I can describe the importance of an NEE city.<br><br>I can outline the opportunities and challenges of living in Rio de Janeiro.<br><br>I can identify a range of improvements for urban areas. | I can identify why settlements are located where they are and the settlement functions.<br><br>I can interpret the Burgess Model and describe the different land use in each zone.<br><br>I can describe the changing trend in megacities.<br><br>I can explain the basic reasons for global urbanisation.<br><br>I can list some solutions to urban issues. |
| **SKILLS & APPLICATION** | I can apply this understanding to unfamiliar circumstances and make recommendations based on information received.<br><br>I can communicate a balanced argument to arrive at a conclusion. | I can summarise and present evidence taken from a range of sources. | I can assess opportunities and challenges in different living situations globally.<br><br>I can apply this knowledge to unfamiliar tasks such as the escape room. | I can use geographical terminology in a written report.<br><br>I can empathise with different living situations globally. |
| | **Vocab** | Site,<br>Push and pull factors,<br>Natural increase,<br>Rural-urban migration | **Assessment** | Assessment 1: Booklet<br>Assessment 2: Report write up |

| 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.<br><br>I can analyse and evaluate a range of opportunities challenges using specific case study detail to illustrate points.<br><br>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.<br><br>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.<br><br>I can use specific case study detail to give detailed explanations of effective ways for improving the quality of lives.<br><br>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.<br><br>I can explain three opportunities and challenges for people living in Rio de Janeiro and Newcastle and how the QoL might be improved.<br><br>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.<br><br>I can list simple points which outline the opportunities and challenges for people in Rio de Janeiro and Newcastle.<br><br>I can outline simple points about how places can be improved.<br><br>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.<br><br>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<br><br>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.<br><br>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** |

| | 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.<br><br>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.<br><br>I can describe and explain the distribution of tropical storms in relation to latitude and can link this to climate change.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>I can describe the types of extreme weather that the UK faces.<br><br>I can define global warming and give one piece of evidence of natural and human causes<br><br>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.<br><br>I know what high and low pressure is and extreme weather.<br><br>I can define extreme weather.<br><br>I can recall some case study facts for Haiti, Japanese Tsunami, Typhoon Haiyan and Beast from the East.<br><br>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.<br><br>I can use latitude and longitude effectively to aid interpretation and location of hazards.<br><br>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.<br><br>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.<br><br>I can describe a range of graphical and numerical data with occasional mistakes. | I can describe the location of natural hazards.<br><br>I can use the main lines of latitude in an answer.<br><br>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 |

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# CRUCIAL KNOWLEDGE

## 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. <br><br>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. <br><br>I can give detailed explanation of the formation of erosional and depositional landforms in chronological order with terminology and examples. <br><br>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. <br><br>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. <br><br>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. <br><br>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. <br><br>I can compare the characteristics of constructive and destructive waves. <br><br>I can identify a river's long and cross profile. <br><br>I can give basic descriptions of the formation of each of these erosional and depositional coastal and river landforms using some key terms. <br><br>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. <br><br>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. <br><br>I can list the characteristics of waves. <br><br>I can recognise coastal and river landforms. <br><br>I know why the coast and rivers need to be managed and can list management strategies for each. <br><br>I can give examples from the Holderness Coast and River Leven in Great Ayton about how and why to manage these landscapes. <br><br>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. <br><br>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. <br><br>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. <br><br>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. <br><br>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 |

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SPRING TERM YEAR 10

| This term in SUBJECT we will be learning about FIELDWORK AND SKILLS | | | | |
|---|---|---|---|---|
| | **Mastery** | **Working beyond National Standards** | **Working at national standards** | **Working below national standards** |
| **KNOWLEDGE** | I can evaluate sampling strategies with their strengths and weaknesses.<br><br>I can explain why the location of fieldwork was appropriate and conduct a risk assessment.<br><br>I can evaluate different presentation methods and justify my choices. | I can describe and explain the geographical background and theory to then assist in explaining results collated.<br><br>I can justify sampling strategies and describe the different options.<br><br>I can conduct a detailed risk assessment.<br><br>I can describe secondary data sources, evaluate and justify these. | I can analyse data and interpret results.<br><br>I can reach conclusions based on data I have given.<br><br>I can identify and give reasons for anomalies in data sets.<br><br>I can evaluate issues with data collection methods.<br><br>I can describe methodologies in detail. | I can describe methods for both human and physical fieldwork.<br><br>I can list reasons for counter urbanisation.<br><br>I can describe some of the reasons why a river changes from source to mouth.<br><br>I know how to construct a scatter plot and bar chart and interpret what they show.<br><br>I can describe the location of Great Ayton and the River Leven in their geographical context. |
| **SKILLS & APPLICATION** | I can analyse secondary data such as the census and provide links to field data collected.<br><br>I can evaluate methodologies and offer improvements, stating how this would have changed the results that were collected. | I can describe the physical and human landscapes of Great Ayton.<br><br>I can identify geographical features on a landscape.<br><br>I can calculate velocity from river data collected. | I can identify anomalies and describe the position of that plot.<br><br>I can draw a field sketch.<br><br>I can conduct a bipolar analysis.<br><br>I can conduct a questionnaire. | I can draw a scatter plot and bar chart.<br><br>I can measure the width and depth of a river.<br><br>I can construct a risk assessment t and adhere to it. |
| | **Key Vocab** | Methodology, data analysis, counter-urbanisation, Bradshaw Model. | **Assessments** | EoU Practise Paper |

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**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.<br><br>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.<br><br>I can evaluate, using evidence the impact of industrial development on Brazil and its QoL.<br><br>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.<br><br>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.<br><br>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.<br><br>I can describe, supported with evidence the changes in Brazil's industrial structure over time, explaining the advantages and disadvantages of this.<br><br>I can link the UK's change in employment structure to globalisation, government policy and declining industry, sustainable industries and changes in rural areas.<br><br>I can name and describe a range of strategies that have been used to resolve regional differences.<br><br>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.<br><br>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.<br><br>I can describe why TNCs such as Apple choose to locate in other countries and the impact of this economic development on Brazil and the UK.<br><br>I can state why science and business parks have developed in particular locations.<br><br>I can describe the changes that have taken place in an area of rural population decline and growth.<br><br>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.<br><br>I can describe the rate of change of birth/death rates at each stage of the DTM.<br><br>I can describe at least three strategies that can be used to reduce the development gap.<br><br>I can define the four types of industry and how these differ between Brazil and the UK.<br><br>I can list some of the strategies used by Brazil to encourage foreign investment and the impacts of this.<br><br>I can identify the changes that have taken place in two rural areas in the UK.<br><br>I can describe why there is a north-south divide in the UK.<br><br>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.<br><br>I can analyse the significance of Brazil's trade links to it changing political and social structure. | I can identify anomalies in the global pattern of development.<br><br>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.<br><br>I can describe changes in the DTM.<br><br>I can describe simple changes in Brazil's industrial structure over time. | I can locate Brazil and the UK on a world map.<br><br>I can describe proportions of jobs using graphical sources.<br><br>I can interpret the DTM. |
| | **Key Vocab** | Uneven development, Population pyramids, Manufacturing, Service sector, Deindustrialisation | **Assessments** | Mid Unit Assessment and EoU Assessment in Y11 |

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## 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>I describe how the UK's food, water and energy mix and demand for resources is changing over time .<br><br>I can describe using examples, some of the ways in which the UK manages food supplies, water quality and energy use.<br><br>I can define malnutrition and food security/insecurity giving some reasons why these happen.<br><br>I can explain how food supplies can be increased and managed globally.<br><br>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.<br><br>I can outline some reasons why the UKs resource demands are changing.<br><br>I can recall some of the ways in which the UK manages food supplies, water quality and energy use.<br><br>I can list some reasons why food supplies are spread unevenly across the globe.<br><br>I can describe ways in which food supplies can be increased and managed globally.<br><br>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.<br><br>I can calculate food miles and carbon footprints.<br><br>I can describe patterns of resource allocation.<br><br>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.<br><br>I can calculate food miles and carbon footprints.<br><br>I can describe patterns of resource allocation.<br><br>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.<br><br>I can calculate food miles and carbon footprints.<br><br>I can describe patterns of resource allocation.<br><br>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..<br><br>I can calculate food miles and carbon footprints.<br><br>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 and Pre-release information (changes yearly)**

| | 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.<br><br>I can evaluate the implications of deforestation on a local, national and international scale, using detailed context from Amazon to do so.<br><br>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.<br><br>I can explain what the implications would be if soil, climate, animals were dramatically changed, linking this to animal and plant adaptations.<br><br>I can discuss a range of causes and effects of deforestation in the Amazon and how we can manage this sustainably.<br><br>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<br><br>I can link plant and animal life to the climate in Epping Forest, the Amazon and Draa Valley.<br><br>I can explain how at least 3 features of plants and animals help it to survive in different biomes.<br><br>I can explain the opportunities and benefits of living in the tropical rainforests and deserts.<br><br>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.<br><br>I can explain why people live in rainforests and deserts.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>I can describe the distribution of global ecosystems across the world and interpret the characteristics of each.<br><br>I can describe the global pattern of deforestation and desertification. | I can locate 2 types of biome on a world map.<br><br>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 |

## SPRING/SUMMER TERM YEAR 11

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