**Geography**

**Year 7**

| SOW | Atlas Skills and the Middle East | UK Physical Landscapes | Ordnance Survey Mapwork and GIS and Fieldwork |
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| Knowledge | * I can describe the difference between human and physical geography a range of examples for each. * I can locate countries on a world map using longitude and latitude. * I can use an atlas to find specific places on appropriate maps. * I can locate and name the seven continents and four major oceans of the world. * I can locate the UK, four other countries and two seas on a map of Europe. * I can create a piece of writing to describe human and physical features in at least two French speaking countries in Europe. * I can name and locate on a map two physical and two human features of the Middle East. * I can outline one challenge and one opportunity in the Middle East. * I can describe one reason for the success of the city of Dubai. * I can explain two reasons why access to water is problematic in the Middle East and one way that water supply could be improved in the region. | * I can label the major physical features of the UK on a map. * I can name and define the four erosional processes acting on rivers and coastal areas. * I can name and define the four transportation processes acting on rivers and coastal areas. * I can explain why load is deposited by rivers and waves. * I can describe how freeze-thaw weathering acts on landscapes. * I can sketch and describe the sequence of coastal erosion leading to a stack. * I can sketch and describe waterfall formation on a river. * I can sketch and explain the cross-section of meander. * I can outline two reasons why river flood. | * I can use an eight-point compass to describe direction. * I can use scale to determine real-life distance on a map. * I can sketch four OS map symbols. * I can confidently demonstrate how four-figure grid references are used on OS maps. * I can demonstrate how six-figure grid references are used on OS maps. * I can name one way in which height is shown on an OS map and find examples of how height is shown on an OS map. * A can create a piece of writing that uses my OS map skills to describe a route on a map. * I can use GIS to locate, label, measure and find pictures of tourist activities in Blackpool. * I can carry out fieldwork to collect primary data on the school’s microclimate. |
| Tier 3 Vocabulary | Geography, Physical, Human, Latitude, Longitude, equator, tropics, Cancer, Capricorn, continent, ocean, Europe, Africa, America, Africa, Antarctica, Australasia, Atlantic, Pacific, Indian, Arctic, Middle East, oil, conflict, Dubai, water supply, dam, hydroelectric, irrigation. | Physical, mountain range, erosion, hydraulic action, abrasion, attrition, solution, transportation, deposition, traction, saltation, suspension, solution, freeze-thaw weathering, cave, arch, stack, stump, headland, bay, V-shaped valley, waterfall, meander, river cliff, slip-off slope, fastest flow, deforestation, urbanisation, steep slopes, permeable, impermeable. | Ordnance Survey, compass, direction, scale, distance, symbols, grid reference, height, contour, route, Geographical Information Systems (GIS), fieldwork, enquiry, hypothesis, risk assessment, data collection, data presentation, analysis, conclusion, evaluation. |

**Year 8**

| SOW | Tectonic Natural Hazards | Investigating Africa: Desert Environments | Investigating Rainforests | Investigating Russia |
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| Knowledge and Skills | * I can define the term natural hazard and name two tectonic hazards. * I can name the major layers of the earth’s interior. * I can state two differences between oceanic and continental crust. * I can use a map to locate the distribution of tectonic hazards using longitude and latitude. * I can describe how plates move at constructive and conservative plate margins. * I can explain the sequence of events that result in volcanic eruptions at destructive margins. * I can explain two reasons why people live close to tectonic hazards. * I can create an extended piece of writing to link the causes, effects and responses of the 2015 Nepal earthquake. | * I can locate the world’s major desert areas and name at least three. * I can describe three physical or climatic challenges in hot deserts. * I can describe one adaptation made by a hot desert plant. * I can describe one adaptation made by a hot desert animal. * I can explain one way that people can earn money in the Sahara Desert. * I can define the term desertification. * I can explain one cause of desertification. * I can explain two reasons why the Great Green Wall is being created in the Sahel. | * I can locate the world’s rainforests on a map and describe their location. * I can construct a rainforest climate graph. * I can use a climate graph to describe two features of a rainforest climate. * I can correctly label the layers of the rainforest. * I can describe one adaptation made by rainforest plants. * I can describe and explain three adaptations made by rainforest animals. * I can outline three causes of rainforest deforestation. * I can design my own rainforest ecolodge with at least two features of sustainability. | * I can locate the major human and physical features of Russia. * I can outline two economic opportunities in Russia. * I can describe how one human and one physical factor have affected wealth in Russia. * I can describe one way in which people’s health has been affected by industry in Russia. * I can create an extended piece of writing to evaluate how Norilsk has benefitted from economic opportunities, but at a risk to the environment. * I can define the terms permafrost and tundra. * I can describe one problem and one benefit of melting permafrost in the Russian Tundra. * I can describe one adaptation made by a tundra animal. |
| Tier 3 Vocabulary | hazard, risk, earthquake, crust, mantle, core, magma, molten, convection, tectonic plate, plate margin, destructive/constructive/conservative margin, oceanic/continental crust, dense, subduction, composite/shield volcano, viscous, monitoring, planning, prediction, protection, primary/secondary effects, immediate/long term responses. | Desert, Kalahari, Namib, Sahara, Sahel, evaporation, tropics of Cancer and Capricorn, dehydration, economic, cactus, aquifer, tourism, development, desertification,  overcultivation, overgrazing, population, migration, terrorism, malnutrition. | Equator, Tropic of Cancer, Tropical of Capricorn, latitude, temperature, climate, ecosystem, canopy, undercanopy, shrub layer, forest floor, emergent, buttress roots, biodiversity, tribe, deforestation, prehensile, ecotourism, sustainable, subsistence farming, commercial farming. | Russia, Russian Federation, Europe, Asia, Ural, Moscow, Rostov, Ukraine, Biakal, Norlisk, Vladivostok, Siberia, economics, politics, development, distribution, Tundra, permafrost, Nenet, industry, economic opportunities, environment. |

**Year 9**

| SOW | Climate Change, Resources, Extreme Weather and Flood Management. | Development Geography in Africa. | Urbanisation in Asia and High Income Countries. |
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| Knowledge and Skills | * I can define the term climate change. * I can describe the process of global warming. * I can explain one cause of climate change. * I can use a graph to state evidence for climate change. * I can describe one problem and one benefit of fracking in the UK. * I can describe one effect of climate change on two different environments. * I can explain one climate change mitigation strategy. * I can explain one climate change adaptation strategy. * I can describe one type of extreme weather the UK is experiencing. * I can explain how one flood management strategy helps the UK to mitigate the effects of flooding. * I can justify the use of mitigation and adaptation in two different environments. | * I can define the term development gap. * I can describe the difference between HIC’s, LIC’s and NEE’s. * I can name and describe three development indicators. * I can explain one human and one physical cause of the development gap. * I can identify on a scatter graph the correlation between two development indicators. * I can explain one way that poor food and water supply can affect quality of life. * I can explain two strategies used in LIC’s to reduce the development gap. * I can evaluate two ways that the DRC could close its development gap. | * I can define the terms urban and rural. * I can use a line graph to describe differences in urban populations around the world. * I can name three megacities and locate them on a world map. * I can name three push factors and three pull factors that contribute to rural to urban migration. * I can explain one reason why Dharavi has a large informal sector. * I can explain one way that the conditions in slum settlements affect people’s quality of life. * I can evaluate one way that quality of life could be improved in Dharavi’s slum settlement. * I can describe and explain one problem facing UK cities. * I can name three characteristics of a sustainable settlement. |
| Tier 3 Vocabulary | Climate change, global warming, fossil fuels, alternative energy supplies, fracking, coral bleaching, sea-level rise, mitigation, adaptation, extreme weather, dredging, flood walls, flood warnings. | the development gap, high income country, low income country, newly emerging economy, GNI, HDI, infant mortality, life expectancy, literacy rate, people per doctor, malnutrition, poverty, quality of life, contaminated water, sanitation, Fairtrade, the multiplier effect, appropriate technology, aid. | city, town, village, hamlet, urbanisation, rural, HIC, LIC, NEE, rural to urban migration, natural increase, push and pull factors, megacity, informal sector, formal sector, slum, urban planning strategy, CBD, inner city, suburbs, rural urban fringe, traffic management, traffic congestion, sustainable city. |