



Key Stage 1 and 2

Aims of Study

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

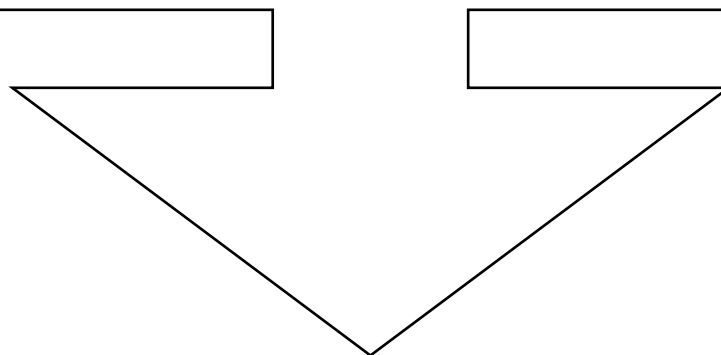
Key Substantive Knowledge (subject knowledge)

Key stage 1	Locational knowledge	<ul style="list-style-type: none"> ➤ name and locate the world's seven continents and five oceans ➤ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ➤
	Place knowledge	<ul style="list-style-type: none"> ➤ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
	Human and physical geography	<ul style="list-style-type: none"> ➤ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ➤ use basic geographical vocabulary to refer to: ➤ key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ➤ key human features, including city, town, village, factory, farm, house, office, port, harbour and shop
	Geographical skills and fieldwork	<ul style="list-style-type: none"> ➤ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ➤ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ➤ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ➤ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2	Locational knowledge	<ul style="list-style-type: none"> ➤ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ➤ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ➤ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
	Place knowledge	<ul style="list-style-type: none"> ➤ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
	Human and physical geography	<ul style="list-style-type: none"> ➤ physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ➤ human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	Geographical skills and fieldwork	<ul style="list-style-type: none"> ➤ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ➤ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ➤ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Key Disciplinary Knowledge (methods/framework to establish knowledge)

Pupils will have begun to ask geographical questions about the world, using the knowledge they have gained on the UK, a European Country and a region within the Americas, for example Russia, Brazil. They will have started to question their knowledge gained about the people, places and environment.



KS3 National Curriculum Requirements

Aims of study

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding

Key Substantive Knowledge (subject knowledge)

Locational knowledge	<ul style="list-style-type: none"> ➤ extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on : <ul style="list-style-type: none"> • Africa, • Russia, • Asia (including China and India), • the Middle East, ➤ focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
Place knowledge	<ul style="list-style-type: none"> ➤ understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia
Human and physical geography	<ul style="list-style-type: none"> ➤ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> • physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts • human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources ➤ understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems.
Geographical skills and fieldwork	<ul style="list-style-type: none"> ➤ build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field. ➤ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. ➤ use Geographical Information Systems (GIS) to view, analyse and interpret places and data. ➤ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Mapping Substantive Knowledge in the GCSE Curriculum

	Paper 1			Paper 2					Paper 3		
	Natural Hazards	Global Development	Urbanisation	UK Landscapes	River Landscapes	Coastal Landscapes	Urban Landscapes	Field studies	Forests Under threat	People and the Biosphere	Consuming Energy Resources
Locational Knowledge	Haiti USA Japan Philippines	India	Mumbai		River Severn	Devon coast	Birmingham Rural Worcestershire	Lancashire			Canada
Place Knowledge	Haiti USA Japan Philippines	World development index map	Developed – London, Emerging – Mumbai, Developing - Lagos	Lake District, Yorkshire Dales, South Weald,	Boscastle floods Tewkesbury floods Somerset floods	Swanage Bay Dawlish Warren	North East around Newcastle South East around London	Trough of Bowland, Hodder Valley, Longridge,	Taiga TRF	World biome map	Word energy production map
Physical Geography	Tectonic processes Weather hazards Climate change	Physical geography of India	Site of Mumbai	Geological timescales, Weathering, Glacial processes, Tectonic processes	Weathering, Fluvial processes, Fluvial landscapes, Physical Causes of floods	Weathering, Coastal processes, Coastal landscapes,	Site of Birmingham	Changes in a river profile How the river impacts on local flooding	TRF and equatorial climate Taiga and subarctic climate Adaptations Food webs	Distribution of biomes Physical factors Biotic and Abiotic	
Human Geography	Responses to Hazards, Population,	World development index, Population pyramids Development theories	Urbanisation Megacities Urban economies Regeneration Land use Opportunities challenges	Human activity on landscapes	Human causes of floods Hard and soft engineering	Managing coastal landscapes Coastal change and conflict	Population pyramids Migration Globalisation Land use Inequality Challenges Regeneration	Inequality Deprivation Land use Urban sprawl	Deforestation Protection of TRF and Taiga	Exploitation Theories of population and resources	Patterns of energy use Demand for oil Geopolitics
Environmental Processes	Impacts and responses to hazards, Climate Change	Environmental context Challenges of economic growth on environment	Sustainable cities		Effects of floods, Flood preparation Climate change	Effects of climate change	Sustainability Birmingham and rural area Diversification environmental impacts	Impact of human activity on the environment	Climate change	Biosphere and resources	Energy efficiency Alternatives fossil fuels Changing attitudes
Geographical skills	Maps, Atlases, GIS, Interpreting Data	Maps, Atlases, GIS, Interpreting Data	Maps, Atlases, GIS, Interpreting Data	Maps, Atlases, GIS, Interpreting Data	OS Maps, Maps, GIS, Interpreting Data Hydrographs	OS Maps, Maps, GIS, Interpreting Data	OS Maps, Maps, GIS, Interpreting Data	OS Maps, Maps, GIS, Interpreting Data Field skills	Maps, Atlases, GIS, Interpreting Data	Maps, Atlases, GIS, Interpreting Data	Maps, Atlases, GIS, Interpreting Data

Key Disciplinary Knowledge and Geographical Skills

Key Disciplinary Knowledge in Geography is asking geographical questions about People, Places and Environment. This is based around: Who, What, Where, Why, When. We also question the interaction between humans and the environment, looking at both positive and negative relationships, impacts and consequences. Comparisons are also made around global locations focusing on: weather, climate, landscapes, natural hazards, the people and development.

	Questioning People	Questioning Places	Questioning Environment	Data Analysis	Maps and GIS	Fieldwork
Year 7	<ul style="list-style-type: none"> Where people live How people use the environment How we use glaciated landscapes 	<ul style="list-style-type: none"> Locations in the UK Global climates Impacts of the last Ice age 	<ul style="list-style-type: none"> Impacts of environment and climate on people Variations in climate on the environment How ice shaped the land 	<ul style="list-style-type: none"> Graphs Data Diagrams Reports 	<ul style="list-style-type: none"> General OS Map skills Satellite images Map skills – Glacial landscapes 	<ul style="list-style-type: none"> Microclimate
Year 8	<ul style="list-style-type: none"> How rivers impact human lives Urbanisation Development 	<ul style="list-style-type: none"> Development around the world How populations are changing Africa 	<ul style="list-style-type: none"> How rivers shape the land Impact of flooding Natural resources Sustainability 	<ul style="list-style-type: none"> Graphs Data Diagrams Reports 	<ul style="list-style-type: none"> Map skills – Rivers, urban Satellite images 	<ul style="list-style-type: none"> Longridge land use survey
Year 9	<ul style="list-style-type: none"> Why people live in hazardous areas How we affect the future of the world How humans interact with the sea 	<ul style="list-style-type: none"> Tectonic locations Asia China India Middle east Global Variations of climate change 	<ul style="list-style-type: none"> Impact of tectonic hazards on the environment How the sea shapes the land Consequences of climate change 	<ul style="list-style-type: none"> Graphs Data Diagrams Reports 	<ul style="list-style-type: none"> Map skills – coasts Satellite images 	<ul style="list-style-type: none"> Natural resources, energy use and sustainability in local area
Year 10	<ul style="list-style-type: none"> Living with tectonic and weather hazards Mitigation of hazards Use of Natural resources Humans and rivers, coastal landscapes 	<ul style="list-style-type: none"> Haiti USA The Philippines Japan UK landscapes Birmingham 	<ul style="list-style-type: none"> How tectonic hazards impact the environment Impacts of weather hazards Consequences of climate change Changing UK landscapes 	<ul style="list-style-type: none"> Graphs Data Diagrams Reports 	<ul style="list-style-type: none"> Map skills – Rivers, glacial landscapes Satellite images 	<ul style="list-style-type: none"> Changes in a river – focus on bedload and channel shape Affects of a river on locations
Year 11	<ul style="list-style-type: none"> Urbanisation Comparing quality of life and development People's interactions with the environment 	<ul style="list-style-type: none"> Mumbai India Development Quality of life 	<ul style="list-style-type: none"> Impact of urbanisation on the environment People's interactions with the environment Impact of energy use 	<ul style="list-style-type: none"> Graphs Data Diagrams Reports 	<ul style="list-style-type: none"> Map skills – urban Satellite images 	<ul style="list-style-type: none"> Changes and inequality in Longridge

Year 7

	Autumn term		Spring term		Summer term	
Unit Title	What is geography?	Map skills	Weather and climate	Biomes and People	UK Landscapes	Glacial landscapes
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	The essential skills required to learn geography	To be able to read Ordnance Survey maps and to be able to describe locations using OS maps	To understand the elements of weather, how the UK gets its weather and how climates differ around the world.	To understand the challenges, opportunities and impacts of humans in the natural world	To understand why the UK has different types of landscapes and the diversity of land uses.	To learn about how ice changes the world, how we utilise these changes and how the world has changed the ice.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	<ul style="list-style-type: none"> • What is a geographer • Knowledge of the world over time • Locational knowledge • How do we use aerial photos • How do we conduct field work 	<ul style="list-style-type: none"> • How we use an OS map to investigate places • Height, direction and slopes on a map • How maps help us to describe places 	<ul style="list-style-type: none"> • Factors that affect climate • How do we record the weather • How it rains • Microclimates • Local microclimate study • UK and World Climate • Extreme weather in the UK 	<ul style="list-style-type: none"> • Physical geography of Russia, Africa, Asia and the Middle East • Biomes and climate of Russia, Africa, Asia and the Middle East • Population of Russia, Africa, Asia and the Middle East 	<ul style="list-style-type: none"> • Basic geology of the UK • Geological timescale • Highland landscapes of Scotland and Wales • Limestone landscapes • Lowland landscapes of England 	<ul style="list-style-type: none"> • Link back to map skills • How ice changes the world • How glaciers move • Landforms shaped by glacial erosion and deposition. • The glacial landscape of the Lake District • How people use glacial landscapes • How glaciers are changing
Examples of Key Disciplinary Knowledge	Questioning – who, what, where, how, why	Questioning – who, what, where, how, why	Questioning onto what causes the variation of weather in the UK	Why we have different biomes around the world. How do people adapt to the climate. How do people use the resources of the biomes.	Questioning – who, what, where, how, why Questioning places and the interaction between humans and the environment,	The glacial landscape of the Lake District. How people use glacial landscapes and how human activity affects glaciers and glacial landscapes.

Examples of Reading Opportunity	Degree Confluence Project	Examples of local descriptions – poetry, newspaper and walking routes	Newspaper articles on the 2022 heatwave and storm Denis	Newspaper articles about humans have an impact on the natural environments.	Poetry/historical extracts describing UK landscapes.	Newspaper articles on conflict in land use in Snowdonia and Scotland
Examples of Key Tier 2 Vocabulary	Describe Explain Compare Rewrite	Describe Explain Compare Rewrite	Discuss Create Describe Distribution Characteristics Unit of measurement Annotate Compare	Discuss Describe Distribution Characteristics Annotate Compare	Discuss Describe Distribution Characteristics Annotate Compare Explain Summarise	Compare Evidence Describe Distribution Annotate Topographical Sketch map Explain Summarise Record
Examples of Key Tier 3 Vocabulary	Physical Human Environmental Rural Urban	Scale Distance Compass Directions Grid references Relief Contours	Meteorology Temperature Precipitation Air pressure Humidity Drought Condensation Evaporation Anticyclones isobars	Biosphere Biome Climate zones Adaptations Arid Exploitation Taiga Tropical Rainforest Tundra Mountain Hot desert Savannah/grassland Steppe Mediterranean	Geology Geomorphology Era Eon Epoch Period Palaeozoic Jurassic Cambrian Igneous Metamorphic Sedimentary Karst Tectonic	Glaciers Glaciologists Ice ages Ablation Accumulation Interglacial Moraine Plucking Freeze-thaw Striations Corrie Pyramidal peak Arete Truncated Misfit Glacial till

Examples of numeracy	Graph construction and interpretation. Data interpretation and analysis. Longitude and latitude co-ordinates	Grid references (co-ordinates) Scale Reading and interpreting contour lines	Graph construction and interpretation. Data interpretation and analysis. Construction and interpretation of Climate graphs.	Graph construction and interpretation. Data interpretation and analysis. Longitude and latitude co-ordinates. Construction and interpretation of Climate graphs.	Graph construction and interpretation. Data interpretation and analysis.	Graph construction and interpretation. Data interpretation and analysis. Grid references (co-ordinates) Scale Reading and interpreting contour lines
Example of Specific Guided Reading Task	<u>Please see our subject's guided reading document for detail of reading tasks in Year 7 (hyperlink)</u>					
Summative Assessment	<u>Please see our subject's assessment document for detail of assessment in Year 7 (hyperlink)</u>					
Personal Development	<u>Please see our school's personal development webpage for examples of personal development in Year 7 (hyperlink)</u>					
Careers/Futures	<u>Please see our subject's careers document for examples of careers in Year 7 (hyperlink)</u>					

Year 8

	Autumn term		Spring term		Summer term	
Unit Title	Urbanisation	Development	Natural Resources	Sustainability and Climate Change	Rivers	Local Field study
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	The movement and increase in population causes growth, opportunities and challenges in urban areas.	To learn about development and how it compares around the world. To learn about inequality and why it exists and how to combat it.	To understand what natural resources are, how we use them and whether there will be enough for future generations.	To learn about the evidence, causes and consequences of climate change and what options we have for the future.	To understand how rivers shape the land and how we develop rivers as part of our daily lives	Pupils are to complete field studies based on our local area and land use of Longridge.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	<ul style="list-style-type: none"> • What urbanisation is • What migration is • How population changes • Urbanisation of Liverpool • Urban sprawl and growth and Longridge. • Megacities. • Urbanisation of Lagos 	<ul style="list-style-type: none"> • What development is • How money is spread around the world • Ways to measure development • How development changes over time • The global development • Why people live in poverty • Gender inequality and development • How to support development • Sustainable Development Goals 	<ul style="list-style-type: none"> • Biomes – TRF • Natural resources • Earths spheres • Geological timescales • Rock types • Processes of weathering 	<ul style="list-style-type: none"> • The future of our planet • Evidence for climate change • Consequences of climate change – globally and the UK • Antarctica • What we need to do about climate change 	<ul style="list-style-type: none"> • Link back to map skills • Water cycle • What work rivers do • How rivers shape the land • Virtual River fieldwork enquiry • why rivers are important to people. • How river floods create problems • How flooding can be reduced 	<ul style="list-style-type: none"> • Link back to map skills • Urbanisation and Longridge – field study and investigation • Exploring the local environment • Skills focus – population pyramids • Poverty in the UK
Examples of Key Disciplinary Knowledge	Questioning who, what, why, when. Questioning the impacts of people on the urban and rural environment.	Questioning about the inequality of development around the world, and how there is gender inequality in less developed countries	Questioning how we use natural resources	Enquiry based on what is happening to Antarctica. Questioning human activity and the consequences of climate change	Fieldwork enquiry, questioning how rivers flood and how people can respond	Questioning secondary evidence Questioning places and the interaction between humans and the environment,

Examples of Reading Opportunity	Newspaper reports and extracts on Liverpool, Longridge and Lagos	Nepal fact file Sadia's story Gender inequality world facts	Articles on the Tropical Rainforest and Safe Water	Different views about climate change, evidence from NOAA, articles from 'the Conversation', Oxfam Press release and the Guardian	Newspaper article on York floods Environment Agency Flood plan	Reports about the issues of poverty in the UK.
Examples of Key Tier 2 Vocabulary	Locate Describe Discuss Compare Justify Evaluate Analyse	Statistical measure Draw Explain Choropleth map Create Locate Describe Discuss Compare	Describe Annotate Definition Explain Profile Justify	Controversial Indicators Explain Describe Justify Investigate	Describe Compare Justify Draw Label Evaluate Analyse create	Investigate Discuss Evaluate Justify Describe
Examples of Key Tier 3 Vocabulary	Urbanisation Migration Megacities Rural-urban migration Urban sprawl Squatter settlement Burgess model Central Business District Inner city Inner suburbs Outer suburbs	Development Quality of life Poverty Extreme poverty Gross National Income Human development Index Life expectancy Ecological footprint Inequality Vulnerable International aid	Lithosphere Hydrosphere Biosphere Atmosphere Renewable Natural resources Non renewable geothermal	Climate change Meteorologists Ice sheets Cause Greenhouse effect Consequence Significant Anomaly Poverty Inequality Development Evidence Atmosphere Hydrosphere Biosphere	Source Mouth Evaporation Condensation Precipitation Intercepted Infiltrating Abrasion Attrition Hydraulic action Corrosion Waterfall Meander	Transect line Burgess model CBD Inner suburbs Outer suburbs Poverty Inequality Environmental Quality survey

Examples of numeracy	Graph construction and interpretation. Data interpretation and analysis. Grid references (co-ordinates) Scale Reading and interpreting contour lines Construction and interpretation of population pyramids.	Graph construction and interpretation. Data interpretation and analysis. Construction and interpretation of population pyramids.	Graph construction and interpretation. Data interpretation and analysis.	Graph construction and interpretation. Data interpretation and analysis.	Graph construction and interpretation. Data interpretation and analysis. Grid references (co-ordinates) Scale Reading and interpreting contour lines	Graph construction and interpretation. Data interpretation and analysis. Grid references (co-ordinates) Scale Reading and interpreting contour lines
Example of Specific Guided Reading Task	<p style="text-align: center;">Please see our subject's guided reading document for detail of reading tasks in Year 7 (hyperlink)</p>					
Summative Assessment	<p style="text-align: center;">Please see our subject's assessment document for detail of assessment in Year 7 (hyperlink)</p>					
Personal Development	<p style="text-align: center;">Please see our school's personal development webpage for examples of personal development in Year 7 (hyperlink)</p>					
Careers/Futures	<p style="text-align: center;">Please see our subject's careers document for examples of careers in Year 7 (hyperlink)</p>					

Year 9

	Autumn term		Spring term		Summer term	
Unit Title	Tectonic Hazards	Are disasters natural?	Asia	World Regions	Coasts	DME's?
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	To learn about how volcanoes and earthquakes occur, and how people respond to these hazards.	To understand that a variety of natural events only become disasters when human interaction is present.	To understand how Asia is constantly changing and how its relationship has changed with the rest of the world.	To understand how the variety of Russia's landscapes and climate influences its human geography and how the Middle East is an important region to the World.	To understand how and why our coastline changes over time and why coasts are essential for the UK.	Pupils have a range of data and information that they assess and analyse on a range of topical geographical issues to decide whether proposed plans should be allowed.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	<ul style="list-style-type: none"> Continental Drift Distribution of earthquakes and volcanoes Earth's structure Plate boundaries Earthquake study Types of volcanoes Managing risk 	<ul style="list-style-type: none"> Are natural disaster natural Areas of vulnerability Haiti earthquake Tropical Cyclones Pakistan flood European heatwave Covid 	<ul style="list-style-type: none"> Diverse and dynamic Asia India and the monsoon climate Flooding in Asia Population of Asia Urbanisation in Karnataka China and an interdependent world The development of Asia 	<ul style="list-style-type: none"> Russia fact file Does geography help or hinder the Russian economy? GIS and Russia The importance of the Middle East The diverse population The economics of the Middle East The United Arab Emirates Yemen Conflict in the Middle East 	<ul style="list-style-type: none"> Link back to map skills Coastal erosion processes Coastal erosion landforms Transportation on coastlines Deposition coastal landforms Changing Holderness Coast Types of coastal defences 	<ul style="list-style-type: none"> Proposed water reservoir in Oxfordshire Proposed transport route in the TRF of Peru Proposed waste disposal plant near Cambridge Proposed cruise terminal in the Caribbean Proposed settlement development in the South Weald
Examples of Key Disciplinary Knowledge	Location of plate tectonics and natural hazards How people manage and live near tectonic hazards	Questioning who, what, why, where. How people impact and affect their own vulnerability	Investigate the different aspects and countries of Asia and to establish how the people of Asia live.	Investigation of the regions of the Middle East, and why the area suffers conflict. Investigating the geography of Russia to analyse why parts of Russia are rarely inhabited	Investigate how coastlines are changed by the movement of the sea. Focus on Yorkshire and Holderness	Asking geographical questions Analysis of data Coming to conclusions

<p>Examples of Reading Opportunity</p>	<p>Article on Nepal earthquake Government advice on volcanic eruptions</p>	<p>Articles on natural disasters Extract from Ilan Kelmans 'Disaster by Choice'.</p>	<p>Monsoon fact file News article on floods</p>	<p>Articles about water shortages, famine in Yemen and the causes of conflict. Articles on Yakutsk, "Is Russia too big?" survey on the Arctic's mineral riches,</p>	<p>Royal Geographical Society article Lost villages report</p>	<p>Previous AQA GCSE resource materials on the above proposals</p>
<p>Examples of Key Tier 2 Vocabulary</p>	<p>Describe Discuss Distribution Theory Evidence Hypothesis Compare Identify Summarise Annotate</p>	<p>Describe Discuss Distribution Theory Evidence Hypothesis Compare Identify Summarise</p>	<p>Investigate Compare Explain Identify Distribution Describe Justify Discuss</p>	<p>Discuss Location Describe Distribution Explain Compare Summarise Formation Potential Justify</p>	<p>Describe Discuss Suggest Compare Study Make a prediction. Evidence Study</p>	<p>Investigate Compare Explain Identify Distribution Describe Justify Discuss</p>
<p>Examples of Key Tier 3 Vocabulary</p>	<p>Natural hazard Lithosphere Impact Continental Drift Mid-ocean ridges Ocean trenches Plate tectonics Destructive/convergent Constructive/divergent Conservative/transform Epicentre Focus Aftershock Composite Stratovolcano Monitoring</p>	<p>Natural hazard Natural disaster Vulnerability Earthquake Tropical cyclone World risk index Destruction Monsoon Extreme Wildfires Consequence Pandemic Infectious disease Pathogens</p>	<p>Diversity Monsoon Cyclones Mountain biome Deforestation Adaptations Population pyramids Demographic Transition Model Challenges Opportunities Urbanisation Slums Poverty Infrastructure</p>	<p>Regions Aquifer Ethnic populations Crude oil Hydrocarbon Diversifying Gender equality Arab Spring Forced migration Refugee Population density Sparsely Densely Choropleth GIS Indigenous</p>	<p>Geology Sedimentary Geomorphology Subaerial erosion Weathering Abrasion Attrition Hydraulic action Corrosion Stacks Spits Bar Tombola Longshore drift</p>	<p>Opportunities Challenges Proposals Conflict Development Water transfer Reservoir Waste disposal Transnational Exploitation Preservation Urban sprawl</p>

Examples of numeracy	Graph construction and interpretation. Data interpretation and analysis.	Graph construction and interpretation. Data interpretation and analysis.	Graph construction and interpretation. Data interpretation and analysis. Construction and interpretation of population pyramids.	Graph construction and interpretation. Data interpretation and analysis. Construction and interpretation of population pyramids.	Graph construction and interpretation. Data interpretation and analysis. Grid references (coordinates) Scale Reading and interpreting contour lines	Graph construction and interpretation. Data interpretation and analysis. Construction and interpretation of population pyramids.
Example of Specific Guided Reading Task	<u>Please see our subject's guided reading document for detail of reading tasks in Year 7 (hyperlink)</u>					
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Year 10

	Autumn term		Spring term		Summer term	
Unit Title	<ul style="list-style-type: none"> UK Landscapes River landscapes 	<ul style="list-style-type: none"> Urban landscapes Birmingham 	<ul style="list-style-type: none"> Coastal landscapes Rural landscapes 	<ul style="list-style-type: none"> Natural hazards Climate change 	<ul style="list-style-type: none"> Cyclones Tectonic hazards 	<ul style="list-style-type: none"> River field study Longridge field study
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	The UK's natural and river landscapes are varied and changing due to geology, physical processes and human activity	The UK's urban landscapes are varied and changing due to human activity	The UK's coastal and rural landscapes are varied and changing due to geology, physical processes and human activity	The earth has many natural hazards that affect people lives. However, humans have an increasing impact on shaping the earth making it an increasingly hazardous place to live.		How changes in a river profile can be impacted by human activity and impact the environment. How human activity is changing the local rural area.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	<ul style="list-style-type: none"> How have geology, past processes, physical processes and human activity influenced the physical landscape How river processes form distinctive landforms How climate and geology affect different landscapes OS maps to investigate landforms Storm hydrographs River Severn case study 	<ul style="list-style-type: none"> Population, economic activity and settlements as elements of human landscapes How the UK economy and society is linked to and shaped by the wider world Impact of globalisation, trade, investment and migration Case study – Birmingham Causes and impacts of change Improving life in the city 	<ul style="list-style-type: none"> How geology and physical processes influence the coastline Coastal landforms OS maps to investigate coastal landforms Human activities on Coastlines Challenges and management of coastal landscapes Challenges and opportunities of change in rural areas 	<ul style="list-style-type: none"> How the world's climate system function Natural causes of climate change Human activities that cause climate change Consequences of climate change Extreme weather events 	<ul style="list-style-type: none"> Impacts of tropical cyclones Vulnerability to tropical cyclones Preparation and responses to tropical cyclones Earth's structure and plate tectonics Tectonic processes Types of volcanoes Impacts and responses to volcanoes Impacts and responses to earthquakes Earthquake case studies 	<ul style="list-style-type: none"> River field study – measuring cross-section and velocity Using secondary and external data to observe flooding threats Land use and environmental quality survey of Longridge Use of historical and current maps and questionnaire to observe Urban sprawl Analysis and evaluation of results of the studies

Examples of Key Disciplinary Knowledge	Geographical questions – who, what, how, why. The impact of humans and climate change on river landscapes	Geographical questions – who, what, how, why. How does the impact of humans impact urban landscapes	Geographical questions – who, what, how, why. The impact of humans and climate change on coastal and rural landscapes	Geographical questions – who, what, how, why. How humans impact and respond to hazards		Questioning secondary evidence Questioning places and the interaction between humans and the environment,
Examples of Reading Opportunity	Newspaper reports on the causes and responses to flooding	Newspaper reports on the quality of life, deprivation and inequalities in UK urban areas	Newspaper reports on the causes and responses to Coastal erosion	Newspaper reports and articles on climate change	Newspaper reports and articles on tropical cyclones and tectonic hazards	Newspaper articles about flooding impacts and consequences of urban sprawl
Examples of Key Tier 2 Vocabulary	Describe Discuss Distribution Theory Evidence Compare Identify Summarise Annotate Justify	Describe Discuss Distribution Theory Evidence Compare Identify Summarise Annotate Justify	Describe Discuss Distribution Theory Evidence Compare Identify Summarise Annotate Justify	Describe Discuss Distribution Theory Evidence Compare Identify Summarise Annotate Justify	Describe Discuss Distribution Theory Evidence Hypothesis Compare Identify Summarise Annotate Justify	Describe Discuss Distribution Theory Evidence Hypothesis Compare Identify Summarise Annotate Justify
Examples of Key Tier 3 Vocabulary	Geology Erosion Deposition Igneous rocks Metamorphic rocks Sedimentary rocks Width Depth Gradient Velocity Less-resistant rock More-resistant rock Overhang Plunge pool Retreat Hydrographs Lag time	Urban core Rural Economic activity Settlement Disparity Migration Cultural diversity Population distribution Urban function Urban structure Housing density Land use zones Urban model Environmental quality Pollution Green open space	Concordant Discordant Joints Faults Constructive waves Longshore drift Physical Human Local National Global Soft engineering Hard engineering Integrated coastal zones realignment	Global atmospheric circulation Ocean currents Arid Orbital changes Solar output Glacial Interglacial Quaternary period Greenhouse gases	Tropical cyclones Intensity Storm surges Vulnerable Inner core Outer core Mantle Crust Asthenosphere Lithosphere Convection currents Plate boundary Magnitude Tsunami Mitigation	Water shed Flood plain Cross-section Velocity Flood risk Consequences Environmental Quality survey Land use Urban sprawl Challenges

Examples of numeracy	Graph construction and interpretation. Data interpretation and analysis. Grid references	Graph construction and interpretation. Data interpretation and analysis. Grid references	Graph construction and interpretation. Data interpretation and analysis. Grid references	Graph construction and interpretation. Data interpretation and analysis.	Graph construction and interpretation. Data interpretation and analysis.	Graph construction and interpretation. Data interpretation and analysis.
Example of Specific Guided Reading Task	<u>Please see our subject's guided reading document for detail of reading tasks in Year 7 (hyperlink)</u>					
Summative Assessment	<u>Please see our subject's assessment document for detail of assessment in Year 7 (hyperlink)</u>					
Personal Development	<u>Please see our school's personal development webpage for examples of personal development in Year 7 (hyperlink)</u>					
Careers/Futures	<u>Please see our subject's careers document for examples of careers in Year 7 (hyperlink)</u>					

Year 11

	Autumn term			Spring term		Summer term
Unit Title	<ul style="list-style-type: none"> River field study River landscapes 	<ul style="list-style-type: none"> Urban landscapes 	<ul style="list-style-type: none"> Coastal landscapes Rural landscapes 	<ul style="list-style-type: none"> Longridge field study Forests Under threat 	<ul style="list-style-type: none"> People and the Biosphere Consuming energy resources 	<ul style="list-style-type: none"> Revision/exam preparation DME's
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	<p>The UK's natural and river landscapes are varied and changing due to geology, physical processes and human activity</p> <p>How changes in a river profile can be impacted by human activity and impact the environment.</p>	<p>The UK's urban landscapes are varied and changing due to human activity</p>	<p>The UK's coastal and rural landscapes are varied and changing due to geology, physical processes and human activity</p>	<p>How human activity is changing the local rural area.</p> <p>The characteristics, processes, adaptations, climate of the tropical rainforest and taiga. The negative impact of humans through exploitation and climate change.</p>	<p>The biosphere is vital for life on earth and human activity can either protect or destroy this vital resource.</p> <p>The importance, distribution and climate impacts of essential energy use.</p>	<p>Pupils assess the quality of example student answers and are guided through writing well structured answers.</p> <p>Pupils complete DMEs for paper 3 exam</p>
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	<ul style="list-style-type: none"> Geology, past processes, physical processes and human activity River field study – measuring cross-section and velocity Using secondary and external data to observe flooding threats How river processes form distinctive landforms Climate and geology OS maps to investigate landforms Storm hydrographs River Severn case study 	<ul style="list-style-type: none"> Population, economic activity and settlements as elements of human landscapes How the UK economy and society is linked to and shaped by the wider world Impact of globalisation, trade, investment and migration Case study – Birmingham Causes and impacts of change Improving life in the city 	<ul style="list-style-type: none"> How geology and physical processes influence the coastline Coastal landforms OS maps to investigate coastal landforms Human activities on Coastlines Challenges and management of coastal landscapes Challenges and opportunities of change in rural areas 	<ul style="list-style-type: none"> Land use and environmental quality survey of Longridge Use of historical and current maps and questionnaire to observe Urban sprawl Analysis and evaluation of results of the studies How the TRF and Taiga reflect their individual climates Threats to the TRF and Taiga Protection of the TRF and Taiga. 	<ul style="list-style-type: none"> Global distribution and characteristics. Impact of local factors, biotic and abiotic components The biosphere as a life support system Over-exploitation of resources. Classification and access to energy resources Environmental and geopolitical impacts of energy use Exploitation and alternatives of energy use 	<ul style="list-style-type: none"> Hazardous Earth – Climate and tectonics Developing Dynamics Challenges of an urbanising world UK's evolving physical landscape UK's evolving human landscape Geographical investigations People and the biosphere Forests under Threat Consuming energy resources

Examples of Key Disciplinary Knowledge	Geographical questions – who, what, how, why. The impact of humans and climate change on river landscapes	Geographical questions – who, what, how, why. How does the impact of humans impact urban landscapes	Geographical questions – who, what, how, why. The impact of humans and climate change on coastal and rural landscapes	Questioning secondary evidence Questioning places and the interaction between humans and the environment,	Questioning the interaction of the biosphere, atmosphere, hydrosphere, lithosphere and human activity	Review and revision using prior resources
Examples of Reading Opportunity	Newspaper reports on the causes and responses to flooding	Newspaper reports on the quality of life, deprivation and inequalities in UK urban areas	Newspaper reports on the causes and responses to Coastal erosion	Newspaper articles about the impacts and consequences of urban sprawl, TRF and Taiga	Newspaper articles about the exploitation and protection of the biosphere	Review and revision using prior resources
Examples of Key Tier 2 Vocabulary	Describe Discuss Distribution Theory Evidence Compare Identify Summarise Annotate Justify	Describe Discuss Distribution Theory Evidence Compare Identify Summarise Annotate Justify	Describe Discuss Distribution Theory Evidence Compare Identify Summarise Annotate Justify	Describe Discuss Distribution Theory Evidence Hypothesis Compare Identify Summarise Annotate Justify	Describe Discuss Distribution Theory Evidence Compare Identify Summarise Annotate Justify	Describe Discuss Distribution Theory Evidence Compare Identify Summarise Annotate Justify
Examples of Key Tier 3 Vocabulary	Geology Erosion Deposition Igneous rocks Metamorphic rocks Sedimentary rocks Width Depth Gradient Velocity Less-resistant rock More-resistant rock Overhang Plunge pool Retreat Hydrographs Lag time	Urban core Rural Economic activity Settlement Disparity Migration Cultural diversity Population distribution Urban function Urban structure Housing density Land use zones Urban model Environmental quality Pollution Green open space	Concordant Discordant Joints Faults Constructive waves Longshore drift Physical Human Local National Global Soft engineering Hard engineering Integrated coastal zones realignment	Consequences Environmental Quality survey Land use Urban sprawl Challenges Biomes Tropical rainforest Equatorial climate Taiga Subarctic climate Adaptation Commercial development Sustainable management Conservation	Biosphere Atmosphere Hydrosphere Photosynthesis Biotic Abiotic Indigenous people Commercial exploitation Global catastrophe Fossil fuels Alternative sources Exploitation Uneven distribution Significant impacts Climate change Sustainable consumption	Review and revision using prior vocabulary for topics

Examples of numeracy	Graph construction and interpretation. Data interpretation and analysis. Grid references	Graph construction and interpretation. Data interpretation and analysis. Grid references	Graph construction and interpretation. Data interpretation and analysis. Grid references	Graph construction and interpretation. Data interpretation and analysis. Grid references	Graph construction and interpretation. Data interpretation and analysis.	Graph construction and interpretation. Data interpretation and analysis.
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