



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

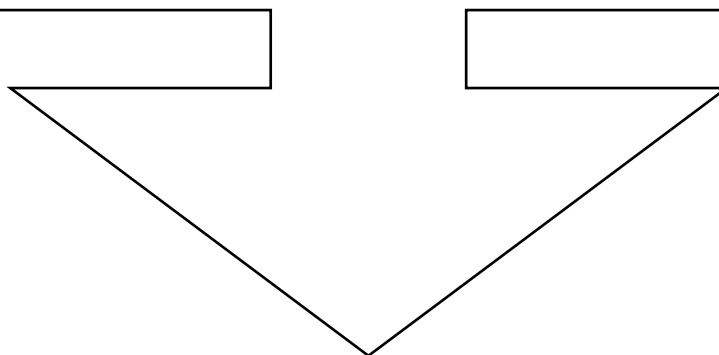
Key Substantive Knowledge (subject knowledge)

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
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)

Key stage 2	Place knowledge	➤ 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	➤ 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
Key stage 1	Geographical skills and fieldwork	➤ 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	Geographical skills and fieldwork	➤ 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.
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Mapping Substantive Knowledge and Concepts Through Our Geography Curriculum

KS3

Locational Knowledge	United Kingdom	Africa	Russia	Asia, (India and China)	Middle East	
Place Knowledge	Africa	China	India	Russia	Middle East	
Human Processes	Economic	Social	Population	Development	Urbanisation	Resources
Physical processes	Hazards	Living World	Landscapes	Geological	Geomorphology	Weather, climate
Environmental Processes	Climate Change	Human impacts on environments	Sustainability			
Geographical skills	Graphs	Maps	GIS	Field studies		

GCSE

Locational Knowledge	United Kingdom	Africa	Russia	Asia, (India and China)	Middle East	
Place Knowledge	Africa and China		UK and wider world			
Human Processes	Economic	Social	Population	Development	Urbanisation	Resources
Physical processes	Hazards	Living World	Landscapes	Geological	Geomorphic	Weather, climate
Environmental Processes	Climate Change	Human impacts on environments	Sustainability			
Geographical skills	Graphs	Maps	GIS	Fieldwork		

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"> Russia Where people live How people use the environment Economy 	<ul style="list-style-type: none"> Russia Locations in the UK Global climates 	<ul style="list-style-type: none"> Natural resources Impacts of environment and climate on people 	<ul style="list-style-type: none"> Graphs Data Diagrams Reports 	<ul style="list-style-type: none"> General OS Map skills Satellite images GIS of Russia 	<ul style="list-style-type: none"> Microclimate Virtual River study
Year 8	<ul style="list-style-type: none"> How rivers impact human lives How humans interact with the sea 	<ul style="list-style-type: none"> Development around the world How populations are changing Asia China India 	<ul style="list-style-type: none"> How rivers shape the land Impact of flooding How the sea shapes the land Variations in climate on the environment 	<ul style="list-style-type: none"> Graphs Data Diagrams Reports 	<ul style="list-style-type: none"> Map skills – Rivers, coasts, 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 use glaciated landscapes How we affect the future of the world 	<ul style="list-style-type: none"> Tectonic locations Africa Impacts of the last Ice age Global Variations of climate change 	<ul style="list-style-type: none"> Impact of tectonic hazards on the environment How ice shaped the land Variations of climate on the environment Consequences of climate change 	<ul style="list-style-type: none"> Graphs Data Diagrams Reports 	<ul style="list-style-type: none"> Map skills – Glacial landscapes Satellite images 	<ul style="list-style-type: none"> Hedgerow small scale ecosystem Housing inequality in Longridge
Year 10	<ul style="list-style-type: none"> Living with tectonic and weather hazards Mitigation of hazards Use of Natural resources Humans and rivers, glacial landscapes 	<ul style="list-style-type: none"> Nepal New Zealand The Philippines Brazil Sahara Desert, Africa Thar Desert, India 	<ul style="list-style-type: none"> How tectonic hazards impact the environment Impacts of weather hazards Consequences of climate change Consequences of impact on TRF and Hot Deserts 	<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

<p>Year 11</p>	<ul style="list-style-type: none"> • Comparing life in two different Cities • Comparing quality of life and development • Comparing water quality and supply 	<ul style="list-style-type: none"> • Lagos, • Liverpool • Nigeria • UK • China • Kenya 	<ul style="list-style-type: none"> • Impact of urbanisation on the environment • Impacts of changes in Food, water and energy in the UK • Impact of global water supply and climate 	<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"> • Housing inequality in Longridge - Review
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Year 7

Unit Title	What is Geography?	Is the earth running out of natural resources?	What is an economy?	What is weather and climate?	Is the geography of Russia a curse or benefit?	Local fieldstudy and enquiry based lessons
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	The essential skills required to learn geography	To understand what natural resources are, how we use them and whether there will be enough for future generations.	To understand what an economy is, how it affects us, and global economy has changed	To understand the elements of weather, how the UK gets its weather and how climates differ around the world.	To understand how the variety of Russia's landscapes and climate influences its human geography.	Pupils are to complete field studies based on a local microclimate and how we measure the weather
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 does we use an OS map to investigate places Height, direction and slopes on a map How do we use aerial photos How do we conduct field work 	<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"> Employment sectors Types of farming Manufacturing site locations Tertiary sector-tourism How chocolate bars connect all sectors of the economy UK trade Globalisation 	<ul style="list-style-type: none"> Factors that affect climate How do we record the weather How it rains Frontal Convectional Relief Depression Anticyclone Climate Extreme weather in the UK 	<ul style="list-style-type: none"> Biomes – Tundra, Taiga, Steppe Russia fact file Physical landscape of Russia Climate of Russia Where people live in Russia Does geography help or hinder the Russian economy? GIS and Russia Russia and the North pole 	<ul style="list-style-type: none"> Microclimates Microclimate of St. Cecilia's – field study Conducting a weather enquiry Skills focus – physical atlas maps, climate atlas maps GIS Satellite Photos – Russia's biomes
Examples of Key Disciplinary Knowledge	Questioning – who, what, where, how, why	Questioning how we use natural resources	Questioning people and places, analysis of source evidence	Questioning onto what causes the variation of weather in the UK	Investigating the geography of Russia to analyse why parts of Russia are rarely inhabited	Fieldwork enquiry, geography skills, questioning secondary evidence
Examples of Reading Opportunity	Degree Confluence Project	Articles on the Tropical Rainforest and Safe Water	Article on location requirements, tourism in the UK	Newspaper articles on the 2022 heatwave and storm Denis	Articles on Yakutsk, "Is Russia too big?" survey on the Arctic's mineral riches,	Reading weather forecast reports

Examples of Key Tier 2 Vocabulary	Describe Explain Compare Rewrite	Describe Annotate Definition Explain Profile Justify	Definitions Conduct Locate Discuss Compare Identify Describe Calculate Investigate Infer	Discuss Create Describe Distribution Characteristics Unit of measurement Annotate Compare	Discuss Compare Describe Investigate Draw Calculate Summary Identify Distribution	Conduct Describe Explain Compare Calculate Identify
Examples of Key Tier 3 Vocabulary	Physical Human Environmental Rural Urban	Lithosphere Hydrosphere Biosphere Atmosphere Renewable Natural resources Non renewable geothermal	Employment sectors Primary Secondary Tertiary Quaternary Arable Pastoral Manufacturing Capacity Disposable Income Globalisation Transnational Multinational	Meteorology Temperature Precipitation Air pressure Humidity Drought Condensation Evaporation Anticyclones isobars	Plain Continental climate Taiga Tundra Permafrost Population density Sparsely Densely Choropleth GIS Indigenous	Microclimate Aspect Precipitation Isobars Air pressure

Year 8

Unit Title	Why are rivers important?	What is development?	How are populations changing?	What happens when the land meets the sea?	How is Asia being transformed?	Local fieldstudy and Enquiry based lessons
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	To understand how rivers shape the land and how we develop rivers as part of our daily lives	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 learn about the distribution of global population, why it is changing and how this affects urbanisation and migration	To understand how and why our coastline changes over time and why coasts are essential for the UK.	To understand how Asia is constantly changing and how its relationship has changed with the rest of the world.	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"> • 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"> • 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"> • Link back to map skills • One planet, many people • Where everyone lives • Population structure • Controlling population size • Migration • Urbanisation and Southampton 	<ul style="list-style-type: none"> • Link back to map skills • What shapes our coastal landscape • Coastal erosion processes • Coastal erosion m landforms • Transportation on coastlines • Deposition coastal landforms • Changing Holderness Coast • Types of coastal defences • Coastal defences – benefits v costs • What happens when the land meets the sea 	<ul style="list-style-type: none"> • Biomes – TRF, Jungle, Mountain • 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"> • 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 (asking geographical questions about People, Places and Environment)	Fieldwork enquiry, questioning how rivers flood and how people can respond	Questioning about the inequality of development around the world, and how there is gender inequality in less developed countries	Investigation into people and population changes. Looking at how different countries relate to population change	Investigate how coastlines are changed by the movement of the sea. Focus on Yorkshire and Holderness	Investigate the different aspects and countries of Asia and to establish how the people of Asia live.	Fieldwork enquiry, geography skills, questioning secondary evidence

Examples of Reading Opportunity	Newspaper article on York floods Environment Agency Flood plan	Nepal fact file Sadia's story Gender inequality world facts	Various newspaper articles Migrant stories	Royal Geographical Society article Lost villages report	Monsoon fact file News article on floods	Reports about the issues of poverty in the UK.
Examples of Key Tier 2 Vocabulary	Describe Compare Justify Draw Label Evaluate Analyse create	Statistical measure Draw Explain Choropleth map Create Locate Describe Discuss Compare	Calculate Define Compare Study Analysis Describe explain	Describe Discuss Suggest Compare Study Make a prediction. Evidence Study	Investigate Compare Explain Identify Distribution Describe Justify Discuss	Investigate Discuss Evaluate Justify Describe
Examples of Key Tier 3 Vocabulary	Source Mouth Evaporation Condensation Precipitation Intercepted Infiltrating Abrasion Attrition Hydraulic action Corrosion Waterfall Meander	Development Quality of life Poverty Extreme poverty Gross National Income Human development Index Life expectancy Ecological footprint Inequality Vulnerable International aid	Census Population distribution Demographic Transition Model Population Pyramids Unforeseen Incentives Consequences Migrant Urbanisation Rural to urban Migration Burgess Land use model	Geology Sedimentary Geomorphology Subaerial erosion Weathering Abrasion Attrition Hydraulic action Corrosion Stacks Spits Bar Tombola Longshore drift	Diversity Monsoon Cyclones Mountain biome Deforestation Adaptations Population pyramids Demographic Transition Model Challenges Opportunities Urbanisation Slums Poverty Infrastructure	Transect line Burgess model CBD Inner suburbs Outer suburbs Poverty Inequality Environmental Quality survey

Year 9

Unit Title	Can we ever know too much about volcanoes and earthquakes?	What are the challenges and opportunities facing Africa?	How does ice change the world?	Why is the Middle East an important world region?	Climate change and the earth's future	Field study lessons
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 learn how the physical and human geography of Africa creates challenges and opportunities.	To learn about how ice changes the world, how we utilise these changes and how the world has changed the ice.	To learn about the physical and human geography of the Middle East and how the region is important to the world.	To learn about the evidence, causes and consequences of climate change and what options we have for the future.	For pupils to investigate a local physical environment
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Continental Drift Distribution of earthquakes and volcanoes Earth's structure Plate boundaries Earthquake study Types of volcanoes Managing risk	Challenges and opportunities Physical landscape Africa's past The development of African countries Climate and Biomes – Savannah, Sahel The future of the Sahel Population change Urbanisation China and the development of Africa	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	The importance of the Middle East Physical geography Climate and Biomes The diverse population The economics of the Middle East The United Arab Emirates Yemen Conflict in the Middle East	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	Small scale ecosystems Components of a food web/chain Investigation of a local hedgerow ecosystem
Examples of Key Disciplinary Knowledge (asking geographical questions about People, Places and Environment)	Location of plate tectonics and natural hazards How people manage and live near tectonic hazards	Investigation of the diversity of African countries. How and where people live in Africa. How the environment around the Sahel is changing	The glacial landscape of the Lake District. How people use glacial landscapes and how human activity affects glaciers and glacial landscapes.	Investigation of the regions of the Middle East, to understand the diverse population and why the area suffers conflict.	Enquiry based on what is happening to Antarctica. Questioning human activity and the consequences of climate change	Investigation of a hedgerow small scale ecosystem

Examples of Reading Opportunity	Article on Nepal earthquake Government advice on volcanic eruptions	Article from the Guardian, different views on the development of Africa, articles on the Sahel, article and views on China helping Africa.	Information on the Dinorwig hydro-electric power station	Articles about water shortages, famine in Yemen and the causes of conflict	Different views about climate change, evidence from NOAA, articles from 'the Conversation', Oxfam Press release and the Guardian	Reports on human effects on small scale ecosystems and newspaper reports about areas in Longridge
Examples of Key Tier 2 Vocabulary	Describe Discuss Distribution Theory Evidence Hypothesis Compare Identify Summarise Annotate	Discuss Compare Describe Annotated Explain Justify Consider Categorise Calculate Create	Compare Evidence Describe Distribution Annotate Topographical Sketch map Explain Summarise Record	Discuss Location Describe Distribution Explain Compare Summarise Formation Potential justify	Controversial Indicators Explain Describe Justify Investigate	Hypothesis Investigate Method Results Explain Justify Summarise Conclusion
Examples of Key Tier 3 Vocabulary	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	Challenges Opportunities Political Great Rift Valley Natural resources Slave trade Imperialist Legacy Colonialism Ethnic Savanna Migrate Desertification Urbanisation Slum Trade	Glaciers Glaciologists Ice ages Ablation Accumulation Interglacial Moraine Plucking Freeze-thaw Striations Corrie Pyramidal peak Arete Truncated Misfit Glacial till	Regions Latitude Longitude Plate movement Aquifer Climate zones Ethnic populations Crude oil Hydrocarbon Diversifying Challenges Gender equality Infrastructure Arab Spring Forced migration Refugee	Climate change Meteorologists Ice sheets Cause Greenhouse effect Consequence Significant Anomaly Poverty Inequality Development Evidence Atmosphere Hydrosphere Biosphere	Small-scale ecosystem. Food chains Food web Producer Consumer Decomposer

Year 10

Unit Title	Tectonic Hazards	Weather Hazards	Climate Change	Small scale ecosystem	Ecosystems	Hot Deserts	River landscapes	Glacial Landscapes	River field study
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	The impact of earthquakes on society and mitigation strategies that can be used.	The impact of Weather hazards on society and mitigation strategies that can be used.	The causes and consequences of climate changes on society and mitigation strategies that can be used.	What small-scale ecosystems are and how they interact and are interdependent on all components.	The importance of TRF, the consequences and mitigation strategies of humans on the Rainforests.	The characteristics, opportunities and challenges faced in the hot desert environment.	The processes, characteristics, and ways that rivers shape our land and our lives	The processes, characteristics, and ways that glaciers shaped our land and how humans use these landscapes.	Investigation river changes – bedload size becomes smaller and smoother; river channel becomes wider and deeper.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	What natural hazards are, Effects and responses of natural hazards Plate margins Nepal earthquake 2015 New Zealand earthquake 2016 Living with tectonic hazards	Global atmospheric circulation Characteristics of Tropical Storms Formation of Tropical Storms Tropical storm Haiyan Tropical storms and climate change Management for tropical storms UK weather hazards Somerset Level floods	Evidence for climate change Natural causes of climate change Human causes of climate change Effects of climate change Managing climate change – mitigation and adaptation	What an ecosystem is Nutrient cycle Food webs and chains Slapton Ley Reed Beds Changes and impact on ecosystems Global ecosystems	Characteristics of tropical rainforests Biodiversity of TRF Plant and animal adaptations Amazon – deforestation Amazon – impacts Sustainable management	Characteristics of Hot Deserts Biodiversity Plant and animal adaptations Opportunities in Hot Deserts Challenge Desertification	The river valley – long and cross profiles Erosion processes Transportation processes Deposition Waterfalls Interlocking spurs Meanders Ox-bow lakes Flood plains Levees Estuaries Features on OS maps River discharge and flooding Hard and soft engineering	Glacial processes – erosion and transportation Glacial periods Erosion landforms Moraines Deposition landforms Glacial features on OS maps Features - Snowdonia Land use Tourism in the Lake District Management of tourism	Recap – long and cross profile Risk Assessment – study location Bradshaw's model (part of) Primary data - Methods for measuring bedload and river channel Results presentation Analysis and conclusion

							Oxford flood management scheme		
Examples of Key Disciplinary Knowledge (asking geographical questions about People, Places and Environment)	What makes an event a hazard. How people respond to earthquakes. Comparing wealth of countries.	Where and why tropical storms form. How tropical storms affect people. Comparing wealth and weather hazards.	How people cause and are affected by Climate Change. Responses by Governments. Why we need to protect ourselves.	Geographical questions about the components of a food web and how human activity impacts the small-scale ecosystem.	Geographical questions on why the TRF is unique. Place – location of Amazon rainforest. People – how they affect TRF's	Geographical questions on why the Hot Desert has challenges and opportunities. Place – location of the Sahar and Thar desert. People – how they exploit Hot deserts	Geographical questions on how rivers shape the land. How humans and rivers interact.	Geographical questions on how glaciers shaped the land. How humans use glacial landscapes.	Geographical questions about how rivers change downstream - focus channel and bedload.
Examples of Reading Opportunity	Case study news reports, Newspaper articles, Government/organisation reports	Case study news reports, Newspaper articles, Government/organisation reports	Case study news reports, Newspaper articles, Government/organisation reports	Case study news reports, Newspaper articles, Government/organisation reports	Case study news reports, Newspaper articles, Government/organisation reports	Case study news reports, Newspaper articles, Government/organisation reports	Case study news reports, Newspaper articles, Government/organisation reports	Case study news reports, Newspaper articles, Government/organisation reports	N/A
Examples of Key Tier 2 Vocabulary	Assess Analyse Calculate Characteristic Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Relief Suggest Summarise To what extent Trend	Assess Analyse Calculate Characteristic Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Relief Suggest Summarise To what extent Trend	Assess Analyse Calculate Characteristic Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Relief Suggest Summarise To what extent Trend	Assess Analyse Calculate Characteristic Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Relief Suggest Summarise To what extent Trend	Assess Analyse Calculate Characteristic Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Relief Suggest Summarise To what extent Trend	Assess Analyse Calculate Characteristic Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Relief Suggest Summarise To what extent Trend	Assess Analyse Calculate Characteristic Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Relief Suggest Summarise To what extent Trend	Assess Analyse Calculate Characteristic Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Relief Suggest Summarise To what extent Trend	Assess Analyse Calculate Describe Evaluate Explain Feature Identify Justify Relief Suggest Summarise Trend

Examples of Key Tier 3 Vocabulary	Conservative	Extreme	Adaptation	Consumer	Biodiversity	Desertification	Abrasion	Abrasion	Bedload
	Constructive	weather	Climate change	Decomposer	Commercial	Fragile	Attrition	Arête	River channel
	Destructive	Economic	Management	Ecosystem	farming	environment	Discharge	Conservation	Depth
	Hazard risk	impact	strategies	Food chain	Debt reduction	Hot desert	Embankments	Corrie	Lateral
	Immediate	Environmental	Mitigation	Food web	Deforestation	Overcultivation	Flood plain	Erratics	erosion
	response	impact	Monitoring	Producer	Ecotourism	Overgrazing	zoning	Glacial trough	
	Long-term	Global	Orbital changes		Infrastructure	Soil erosion	Flood relief	Hanging valley	
	response	atmospheric	Quaternary		Logging		channels	Moraine	
	Monitoring	circulation	period		Mineral		Fluvial processes	Outwash	
	Planning	Monitoring			extraction		Gorge	Plucking	
	Prediction	Management			Selective logging		Hard engineering	Pyramidal peak	
	Primary	strategies			Soil erosion		Hydraulic action	Ribbon lake	
	effects	Social impact			Sustainability		Precipitation	Rotational slip	
	Secondary	Tropical storm					Saltation	Truncated spur	
	effects						Solution		
							Suspension		

Year 11

Unit Title	The Urban World	Housing inequality field study review	Global Development and TNC's	Development in the UK	Resources management in the UK	Global Water Resource management	Pre-release material (from c. 31 st March)
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	The process of urbanisation and to compare a city in a NEE (Lagos) and HIC (Liverpool)	Investigation into housing changes – more expensive housing areas have better EQS results.	How development is unequal and what is being done to close the development gap in Nigeria.	Development is unequal and what is being done to close the development gap in the UK.	To assess the changes and strategies to manage the food, water and energy resources in the UK	To assess the changes and strategies to manage global water resources.	To study and evaluate the pre-release material provided by AQA
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Causes of urbanisation Growth of Lagos Social opportunities Economic opportunities Problems of urbanisation Opportunities in Lagos Urban planning Slums and squatter settlements Importance of Liverpool Growth of Liverpool Opportunities and challenges in Liverpool Inequalities in Liverpool Urban sprawl	Recap – housing inequality in UK Risk Assessment – study location Primary data - Methods for measuring EQS and land use, Secondary data – House prices Results presentation Analysis and conclusion	Ways to measure development. Demographic Transition Model Physical factors Economic factors Historical causes Consequences of uneven development Economic strategies Tourism Industrial structure Transnational corporations Types of Aid	UKs changing economy. Science and Business Parks De-industrialisation Globalisation Impacts on Physical environment Transport network Global links Changes to rural areas North-South Divide Regional differences Enterprise Zones Northern Powerhouse	Global distribution of resources Global supply and consumption Food in the UK Managing the UKs water Energy in the UK Economic issues Environmental issues	Global patterns of water security and insecurity Changes in water demand Water availability Physical factors Economic and social factors Impacts of water insecurity Increasing water supplies Water transfer scheme – China's South-North water transfer scheme Sustainable water supply - Kenya Sand Dams	Not known until material released by AQA

	Regeneration of Anfield Sustainable urban living Traffic management						
Examples of Key Disciplinary Knowledge (asking geographical questions about People, Places and Environment)	Questioning why urbanisation takes place, Impact on environment, social and economic opportunities and challenges	Asking questions about places, people (social) and effects of people on environment	Asking questions about why development is uneven, Asking questions about the social and environmental impacts of uneven development Asking questions about the advantages of TNC	Asking questions about variations in Development Asking questions about the North-South Divide	Asking questions about why the global supply and consumption of resources is uneven How is UK food becoming industrialised Asking questions about the environmental effects of food transportation Asking questions about variations in water supply in the UK Asking questions about how the energy production in the UK is changing	Asking questions about the variations in surplus and deficit Asking questions about water insecurity and supply Asking questions about water transfer schemes Asking questions about water sustainability	Not known until material released by AQA
Examples of Reading Opportunity	Case study news reports, Newspaper articles, Government/organisation reports	N/A	Case study news reports, Newspaper articles, Government/organisation reports	Case study news reports, Newspaper articles, Government/organisation reports	Case study news reports, Newspaper articles, Government/organisation reports	Case study news reports, Newspaper articles, Government/organisation reports	Pre – release material (reading age often between 16 and 21)
Examples of Key Tier 2 Vocabulary	Assess Analyse Calculate Characteristic Describe Discuss Distribution	Assess Analyse Calculate Describe Evaluate Explain Feature	Assess Analyse Calculate Characteristic Describe Discuss Distribution	Assess Analyse Calculate Characteristic Describe Discuss Distribution	Assess Analyse Calculate Characteristic Describe Discuss Distribution	Assess Analyse Calculate Characteristic Describe Discuss Distribution	Assess Analyse Calculate Characteristic Describe Discuss Distribution

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Examples of Key Tier 3 Vocabulary	Brownfield Dereliction Greenfield Inequalities Integrated transport Megacities Migration Pollution Rural urban fringe Sanitation Social deprivation Urban regeneration Urban sprawl Sustainability	Inequality Environmental quality survey Land use Brownfield site Greenfield site Terraced Semi-detached Detached Litter Pollution Deprivation	GNI Infant mortality rate Life expectancy Literacy rate HDI HIC LIC NEE BRICs DTM Trade Colonisation Conflict Investment Aid Fair Trade Intermediate technology Microfinance loans Debt relief TNCs	Manufacturing Science parks Business parks De-industrialisation Globalisation Environmentally sustainable Networks Commonwealth European Union Rural North-South Divide Enterprise Zones Northern Powerhouse Investment Infrastructure	Human development Malnourishment Undernourishment Sanitation Water-borne diseases Consumption Seasonal products Organic produce Agriculture Carbon footprint Agribusiness Fertilisers Pesticides Surplus Deficit Pollutants Treatment Water transfers Fossil fuels Renewable energy Bioenergy Hydroelectric fracking	Water security and insecurity Over-abstraction Sanitation Rapidly industrialising countries Conflict Pollution Disease Dams Reservoirs Water diversion Water transfer Desalination Water conservation Groundwater management Recycling Grey water Sand dams	Not known until material released by AQA