

<u>Intent</u>		<u>Implementation</u>		<u>Impact</u>		
This will be done through high quality teaching which ensures students understand geographical principles, varying topics between human and physical geography to provide a varied and balanced appreciation of ideas, skills and topics. Topics must provide for stretch and challenge and allow for not only independent learning, but collaborative learning as well. The focus of knowledge and skills are closely linked and these are checked regularly through the use of CLAMP and formative and summative assessments. The focus on HICs, NEEs and LICs mean that students are able to understand the contemporary world around them, developing a cultural capital link, while also looking at the economic, social and environmental impact on people's lives at different stages of development and how the environmental issues are changing the world we live in		KS3 is committed to a three-year plan, developing each individual student, this will be done through constant review and development of the diet and delivery of schemas to these the students.  KS4 is run over two years and focuses on embedding geographical skills, challenge, metacognition, memory techniques and literacy. Across all year groups geography is implemented through a variety of teaching approaches as well as a wide variety of learning and teaching resources.		Geography is well liked by students and has seen an increase in the number who now opt for Geography at GCSE. This is also measured through questioning of students in class through verbal, formative and summative assessment, setting homework and through marking of books.		
	HT1	HT2	HT3	HT4	HT5	HT6
<b>Y11 2022 2023</b>	<b>Key Content: Sustainable Development of urban areas</b> <ul style="list-style-type: none"> <li>Impact cities have on the environment, how large our urban ecological footprint can be and how cities can become more sustainable.</li> <li>What makes East Village sustainable, how it minimises the use of water and energy and what green spaces have been created.</li> <li>CS – Why Bristol needs a sustainable urban transport strategy, what the benefits of cycling are and how its cycling policy can be applied to other areas.</li> </ul> <b>Key Content: Economic Development and Quality of Life</b> <ul style="list-style-type: none"> <li>How countries are classified and the world map of development.</li> <li>The reliability of economic development, how social development is measured and why the human development index is important.</li> <li>Population characteristics of countries with different levels of development.</li> <li>The causes of rapid population growth in developing countries.</li> <li>How rapid population growth can impact on development.</li> <li>Historical reasons for varying levels of national development.</li> <li>How development is affected by economic factors and the role of physical factors.</li> <li>How uneven development affects people in LICs and NEEs and how this can lead to international migration.</li> </ul>	<b>Key Content: Reducing the Development Gap</b> <ul style="list-style-type: none"> <li>Why industrial development is important for poorer countries.</li> <li>How investment by TNCs helps poorer countries.</li> <li>How international aid helps development.</li> <li>The role of intermediate technology.</li> <li>The importance of the work of the Fairtrade foundation.</li> <li>Why many developing countries have suffered a debt crisis.</li> <li>How microfinance loans are helping the world's poorest people.</li> <li>Why Tunisia is a popular tourist destination.</li> <li>What the impact of tourism on Tunisia's development gap is.</li> <li>The sustainability of Tourism.</li> </ul> <b>Potential to start Economic development in Nigeria.</b>	<b>Key Content: Economic Development in Nigeria</b> <ul style="list-style-type: none"> <li>Nigeria's location and importance in Africa.</li> <li>How Nigeria's population is growing.</li> <li>How Nigeria's economy is growing.</li> <li>The social and cultural context of Nigeria.</li> <li>The environmental context and how the political context is changing.</li> <li>How Nigeria's economy is changing.</li> <li>The industrial structure of Nigeria.</li> <li>The importance of oil and manufacturing to Nigeria's economy.</li> <li>The role of transnational companies in Nigeria's oil industry.</li> <li>The environmental impact of oil in Nigeria.</li> <li>Advantages and disadvantages of transnational companies.</li> <li>The relationship between Nigeria and Britain.</li> <li>How Nigeria's trade relationships are changing.</li> <li>The influence China now has on the Nigerian Economy.</li> <li>Types of international aid Nigeria receives.</li> <li>How Nigeria got in and out of debt.</li> <li>Whether Nigeria still needs aid or not.</li> <li>How quality of life in Nigeria has improved and how these are connected with economic development. Why economic migrants risk their lives to leave Nigeria.</li> </ul> <b>Economic Change in the UK</b> <ul style="list-style-type: none"> <li>How industrial structure of the UK has changed.</li> </ul>	<b>Key Content: Global Resource Management</b> <ul style="list-style-type: none"> <li>Key resources needed for economic and social well being.</li> <li>How food water and energy are significant for our well being.</li> <li>Global inequalities in food, water energy.</li> <li>Growing demand for essential resources.</li> </ul> <b>Resources in the UK</b> <ul style="list-style-type: none"> <li>The impacts of the all year demand for seasonal food.</li> <li>Impacts of high value food exports from LICs.</li> <li>Impacts of demand for organic produce.</li> <li>Food miles and carbon footprints</li> <li>Impact of importing food on the UK's carbon footprint.</li> <li>Alternatives to importing food.</li> <li>Trends towards agribusiness.</li> <li>How demand for water has changed.</li> <li>Where the areas of water deficit and surplus are in the UK.</li> <li>What water transfer schemes are and why they are needed.</li> <li>Causes of water pollution in UK.</li> <li>How water pollution affects the UK</li> <li>How water quality is managed in the UK.</li> <li>How demand for energy in the UK is changing</li> <li>The UK's energy mix and how the UK's energy has changed.</li> <li>The economic and environmental issues of different types of energy production.</li> </ul> <b>Energy</b> <ul style="list-style-type: none"> <li>the importance of energy, energy security and insecurity</li> <li>what the energy gap is.</li> </ul>	<b>Key Content: Paper Three Overview of fieldwork</b> <ul style="list-style-type: none"> <li>Resource booklet to be sent by the exam board 12 weeks before the exam. Context unknown until received.</li> </ul> <b>Revision</b>	

			<ul style="list-style-type: none"> <li>• Effects of globalisation on the UK economy.</li> <li>• How traditional industries have declined in the UK.</li> <li>• The impact de-industrialisation has had in the North East England.</li> <li>• How the government has responded to de-industrialisation.</li> <li>• Types of industries growing in the UK, where most economic growth is found and how the M4 corridor contributes to the economy.</li> <li>• Why Cambridge is growing as a hub of high tech industry and is a location for industry.</li> <li>• How rural areas are changing, what happens in an area of population growth and population decline.</li> <li>• How is there a North South divide in the UK, exceptions to this and strategies used to reduce differences between the North and South.</li> <li>• How government investment in transport is changing, arguments for high speed rail and supporters and objectors to this.</li> <li>• Where are the main ports and airports in the UK, why a new port has opened on the Thames Estuary and whether Heathrow airport should be expanded or not.</li> <li>• Impacts of the car industry on the environment and how it can be more environmentally sustainable.</li> <li>• How the UK's place in the world has changed and its main international links.</li> <li>• Which countries are the UK's main trading partners, where most international flights go and the impact of the internet on global links.</li> </ul>	<ul style="list-style-type: none"> <li>• The reasons for the rise in energy consumption.</li> <li>• Physical and human factors in affecting energy supply.</li> <li>• Environmental and economic impacts of energy insecurity and how these impacts people.</li> <li>• Potential conflict over energy.</li> <li>• Energy supply challenge and the future reliance on fossil fuels.</li> <li>• The need for more renewable energy and the nuclear options.</li> <li>• The occurrence, extraction and use of natural gas.</li> <li>• The advantages and disadvantages of natural gas.</li> <li>• What sustainable energy involves.</li> <li>• Achieving energy conservation and making use of fossil fuels more efficient.</li> <li>• Energy in Nepal, what micro-hydro plants are and other possible sustainable sources of energy that can be used.</li> </ul>		
	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision making skills <b>(4c)</b> Fieldwork Skills <b>(4e)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Human geography <b>(3b)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision making skills <b>(4c)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Human geography <b>(3b)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision making skills <b>(4c)</b> GIS skills <b>(4d)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision making skills <b>(4c)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision making skills <b>(4c)</b>	

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<b>C E I A G</b>	<b>Careers Relate to Unit of Study</b> Town Planner Water Management Domestic Thermal Energy Engineer Investment Analyst Renewable Energy Under writer Energy and Carbon Analyst Project Developer	<b>Careers Relate to Unit of Study</b> Economist Town Planner Teacher Doctor / Nurse / Midwife Demographer Fair Trade Worker Charity Worker	<b>Careers Relate to Unit of Study</b> Economist Office Worker Banker Lawyer Car Manufacturing Engineer	<b>Careers Relate to Unit of Study</b> Oil Field Communication Off shore field engineer Assistant Driller Conservationist Power Plant Worker	<b>Careers Relate to Unit of Study</b> Field Service Engineer. Data Analyst Quantity Surveyor Field Scientists Field Technician	
<b>Year 10</b>	<b>Key Content: Tectonic Hazards</b> <ul style="list-style-type: none"> <li>Structure of the earth</li> <li>Movement of tectonic plates</li> <li>Location of earthquakes and volcanoes</li> <li>Relationship between earthquakes, volcanoes and plate margins.</li> <li>Constructive plate margins</li> <li>Destructive plate margins</li> <li>Conservative plate margins</li> <li>Primary and secondary effects of an earthquake.</li> <li>Case study – L’Aquila earthquake</li> <li>Case study – Gorkha</li> <li>Effects and responses to earthquakes.</li> <li>Where people live in relation to earthquakes and volcanoes.</li> <li>Why people live in areas at risk from tectonic hazards.</li> <li>How the risk of earthquakes / volcanic eruptions can be reduced.</li> </ul> <b>Key Content: Weather Hazards</b> <ul style="list-style-type: none"> <li>The features of global atmospheric circulation.</li> <li>Global pressure and surface winds influencing precipitation.</li> <li>Tropical storms and why they occur.</li> <li>Where tropical storms are distributed.</li> <li>How TS form and their structure and features.</li> <li>How climate change affects tropical storms</li> <li>Effects of a tropical storm and how they are measured.</li> <li>Immediate and long term responses.</li> <li>CS Typhoon Haiyan – primary and secondary effects, immediate and long term responses.</li> <li>How TS are monitored, predicted and how they can be protected and risks reduced.</li> <li>UK extreme weather events</li> <li>CS – Cumbria – social, economic and environmental impacts.</li> <li>How management strategies reduce risk of extreme weather.</li> </ul>	<b>Key Content. Climate Change</b> <ul style="list-style-type: none"> <li>Changes in climate and evidence of climate change.</li> <li>Natural causes of climate change</li> <li>How the greenhouse effect works and how humans have contributed to this.</li> <li>Likely effects of climate change and how people and the environment will be affected by this.</li> <li>What mitigation is and how this can reduce the causes of climate change.</li> <li>What adaptation and how to use this to manage climate change and the costs and benefits of these.</li> </ul> <b>Key Content: Ecosystems</b> <ul style="list-style-type: none"> <li>How different parts of an ecosystem are linked together.</li> <li>How food chains and nutrient cycles work.</li> <li>CS – Epping Forest – Food web, interdependence and nutrient cycle.</li> <li>How physical and human forces disturb ecosystem balance.</li> <li>Species impact on food webs.</li> <li>CS – Yellowstone National Park – Ecosystem Rebalance.</li> <li>Climate effects on global ecosystems, altitude, relief, ocean currents.</li> </ul>	<b>Key Content. Tropical Rainforests</b> <ul style="list-style-type: none"> <li>Physical characteristics of the tropical rainforest.</li> <li>Interdependence and biodiversity.</li> <li>How plants and animals have adapted to survive.</li> <li>Deforestation, changes to this CS – Brazil.</li> <li>Resource exploiting activities.</li> <li>Activities causing forest to be cleared.</li> <li>Global/Local impacts of deforestation.</li> <li>Good and services from tropical rainforests</li> <li>Sustainable management, international agreements and government intervention.</li> </ul>	<b>Key Content: Hot Deserts</b> <ul style="list-style-type: none"> <li>Physical characteristics of hot desert climates.</li> <li>How plants and animals have adapted to hot deserts.</li> <li>The interdependence of hot deserts environments, ecosystems and people.</li> <li>CS – Western Desert – migration, economic development, uneven development, accessibility, adaptation, costs and benefits of irrigation, future of water supply and population growth.</li> <li>Desert fringe areas and the link between desertification and natural climate change</li> <li>Role of population growth and human factors in desertification.</li> <li>Desertification in Darfur.</li> <li>How better land management, planting trees and appropriate technology can help combat desertification.</li> </ul> <b>Coastal Environments</b> <ul style="list-style-type: none"> <li>The cause of waves, why some are stronger than others, constructive and destructive waves.</li> <li>How weathering weakens a cliff face and how mass movement happens on cliff face.</li> <li>Erosion, transportation, deposition.</li> <li>How landforms are affected by hardness of rock, how structure of rock affects landforms, CS Dorset Coast.</li> <li>Headlands and Bays and how they form.</li> <li>How cliffs and wave cut platforms are formed.</li> <li>Cracks, caves, arches, stacks and stumps.</li> <li>Formation of beaches, characteristics, beach profiles and why these change.</li> <li>How sand dunes form, characteristics and dune succession.</li> </ul>	<b>Key Content. Rivers</b> <ul style="list-style-type: none"> <li>How rivers erode, deposit and transport material.</li> <li>A river’s long profile, how and why the long profile changes and why discharge and velocity increase downstream.</li> <li>A rivers cross profile, how and why a channels / valleys cross profile changes downstream.</li> <li>What inter-locking spurs are, how they form and rapid created.</li> <li>Characteristics of a waterfall, how they form.</li> <li>Characteristics of a gorge and how a water fall forms a gorge.</li> <li>Characteristics of a meander how they form.</li> <li>Characteristics of an ox bow lake and how they form.</li> <li>Characteristics of levees and how they form.</li> <li>Characteristics of flood plains and how they form.</li> <li>Characteristics of an estuary and how they form and how the mudflats form on this.</li> <li>How water gets into a river.</li> <li>How precipitation, geology and relief increases flood risk.</li> <li>How urban and rural land use can increase flood risk.</li> <li>How precipitation links to discharge and how storm hydrographs can differ.</li> <li>What dams and reservoirs are and the benefits and costs there are.</li> <li>What channel straightening is and the costs and benefits of these.</li> <li>What embankments are and the costs and benefits of these.</li> <li>What flood relief channels are and the costs and benefits of these.</li> <li>The costs and benefits of flood plain zoning.</li> <li>How flood warnings, preparation, planting trees and river restoration can help and the costs and benefits of these.</li> </ul>	<b>Key Content. Urban Growth in Nigeria</b> <ul style="list-style-type: none"> <li>Where Lagos is located and the importance of Lagos to Nigeria and Africa.</li> <li>How fast is Lagos growing and what causes this.</li> <li>Push Pull factors that lead to rural/urban migration.</li> <li>Opportunities in Lagos, how urbanisation has helped Nigeria to develop, how growth creates more inequality.</li> <li>Advantages Lagos’ location has for industry, how Lagos contributes to the economy, benefits and problems of the informal economy.</li> <li>Where squatter settlements are found, problems living in these and if they should be improved or demolished.</li> <li>Where Lagos gets its water supply, water pollution and why sea level rises could be a long term threat.</li> <li>Impacts of traffic congestion on people, efforts made to reduce this, traffic master plan.</li> <li>Urban Planning helping to improve life in Lagos, how planning can have environmental benefits, challenges facing 21<sup>st</sup> century Lagos.</li> </ul> <b>Urban Challenges in the UK</b> <ul style="list-style-type: none"> <li>How population of the UK is distributed, where cities are located and how UK cities are growing.</li> <li>Where London is located, why it has grown and the national and international importance of London.</li> <li>How London’s population has changed, what it’s structure is now and its ethnic composition.</li> <li>How an old area of London has changed, the cultural mix found there and the opportunities for recreation and entertainment.</li> <li>Why docks in London declined, why industries like finance have grown and how employment patterns in London have changed.</li> </ul>

	<ul style="list-style-type: none"> <li>Why local communities can do more to protect themselves.</li> </ul>			<ul style="list-style-type: none"> <li>Spit formation, characteristics, bars and characteristics.</li> <li>How sea walls, rock armour, gabions and groynes reduce erosion.</li> <li>Costs and benefits of hard engineering.</li> <li>Costs and benefits of soft engineering</li> <li>Managed retreat and costs and benefits.</li> <li>CS – Medmerry –realignment.</li> </ul>	<ul style="list-style-type: none"> <li>CS – Jubilee River – characteristics of the scheme, why it was needed and the issue around this.</li> </ul>	<ul style="list-style-type: none"> <li>Why there is a need to improve transport, transport improvements planned, how Crossrail can impact on London.</li> <li>How much of London is green, what the benefits of green cities are, what strategies could make London greener.</li> <li>What social deprivation is, how it varies between areas in London and why inequality is still a challenge.</li> <li>Why there is a shortage of homes in London, why brown and greenfield sites might be built on and if homes should be built on greenbelt or not.</li> <li>How serious air pollution is in London, how new cycle superhighways will help with this and what happens to London’s waste.</li> <li>Why the Lower Lea Valley was in need of regeneration, what obstacles were needed to overcome this and why the 2012 bid was successful.</li> <li>How the Lea Valley environment has changed and what the social and economic changes have been.</li> </ul>
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<b>C E I A G</b>	<b>Careers Relate to Unit of Study</b> Construction Worker Town Planner Emergency Aid Worker Fireman Teacher Office Worker	<b>Careers Relate to Unit of Study</b> Journalist Weather Presenter Cartographer Meteorologist	<b>Careers Relate to Unit of Study</b> Lumberjack Conservationist Miner Farmer Cattle Rancher	<b>Careers Relate to Unit of Study</b> Solar Engineer Energy Analyst Energy Survey	<b>Careers Relate to Unit of Study</b> Emergency Services Flood Management Environment Agency Aid Worker	<b>Careers Relate to Unit of Study</b> Town Planner / Urban Planner Tour Guide Crane Operator Captain of Ship / Haulage Company Teacher
<b>Year 9</b>	<b>Key Content – Restless Earth</b> <ul style="list-style-type: none"> <li>To understand about the layers of the earth and how they formed.</li> <li>To understand about plate location and movement.</li> <li>To understand further about tectonic plates</li> </ul>	<b>Key Content. Resources</b> <ul style="list-style-type: none"> <li>To understand what resources are.</li> <li>To understand why resources are not shared out equally.</li> <li>To understand about the effects of a lack of food as a resource on people</li> </ul>	<b>Key Content. Globalisation</b> <ul style="list-style-type: none"> <li>To understand what Globalisation is and how it impacts on our lives.</li> <li>To recognise why Globalisation exists</li> <li>To be able to describe how the clothes we wear involve many people and places.</li> </ul>	<b>Key Content. World Environments</b> <ul style="list-style-type: none"> <li>What are ecosystems?</li> <li>What are the links between them?</li> <li>What are the four main ecosystems?</li> <li>To understand how desert climates occur.</li> </ul>	<b>Key Content. Tourism</b> <ul style="list-style-type: none"> <li>To understand what tourism is.</li> <li>To understand how it can create money for countries.</li> <li>To understand about tourism in the UK and holiday patterns</li> </ul>	<b>Key Content: Ice</b> <ul style="list-style-type: none"> <li>To understand what glaciers are, where they are found and the different types.</li> <li>To understand what an Ice Age is.</li> <li>To understand how glaciers form and move.</li> </ul>



	<ul style="list-style-type: none"> <li>To understand about the four types of plate boundaries.</li> <li>To understand about volcanic hotspots.</li> <li>To understand about volcanoes.</li> <li>To understand about how dangerous volcanic eruptions can be.</li> <li>To understand about different types of magma and how these can form different types of volcanoes.</li> <li>To create a case study about Montserrat.</li> <li>To understand what seismic waves, focus and epicentre are.</li> <li>To identify the social, economic and environmental effects of an earthquake are.</li> <li>To understand the causes of the earthquake in Haiti.</li> <li>To be able to understand the effects of the Haiti Earthquake.</li> <li>To explore how Haiti could have prepared better.</li> <li>To describe the location of the earthquake and tsunami</li> <li>To select information to describe the event itself</li> <li>To analyse data to explain some of the impacts of the event.</li> <li><b>End of half term assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand where we get energy from in the UK.</li> <li>To understand about renewable and non-renewable resources.</li> <li>To decide if fossil fuels are sustainable.</li> <li>To give examples of how fossil fuels can damage the environment.</li> <li>To explain why using fossil fuels can lead to global warming.</li> <li>The discuss and explain what the UK would do without fossil fuels.</li> <li>To explain how nuclear power works</li> <li>To give the main advantages and disadvantages of nuclear power</li> <li>To explain why the UK is likely to build more nuclear power stations</li> <li>To explain where in the world is best for solar power</li> <li>To give advantages and disadvantages of solar power</li> <li>To give the benefits that solar power has brought to the people of Gosaba</li> <li><b>End of half term assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To be able to explain how people who sew clothes are likely to receive the smallest share of what we pay.</li> <li>To understand why companies decide to operate globally.</li> <li>To understand how globalisation has affected local workers.</li> <li>To understand the different arguments against globalisation</li> <li>To recognise that globalisation is a complex issue</li> <li>To understand why companies and governments think globalisation is a good thing.</li> <li>To learn what the WTO is and how it contributes to globalisation.</li> <li>To discover who the G8 leaders are</li> <li>To understand how we can help improve globalisation</li> <li>To explain how we can make world trade fairer</li> <li><b>End of half term assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To explain how plants and animals have adapted to survive here with examples.</li> <li>To understand what the climate is like in the Savannah and the reasons for differences in seasons.</li> <li>To understand how the Savanna is being destroyed.</li> <li>To be able to name the layers of the rainforest.</li> <li>To understand how plants and animals in the rainforest have adapted to the climate and how this helps the nutrient cycle.</li> <li>To describe the climate in the Arctic tundra</li> <li>To explain how plants and animals have adapted to the harsh climate</li> <li>To describe two groups of people living in the Arctic tundra.</li> <li><b>End of half term assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand about the positive and negatives of tourism and sustainable tourism.</li> <li>To understand about the impacts of mass tourism, case study Benidorm</li> <li>To understand how tourism might help poorer countries.</li> <li>To understand what ecotourism is.</li> <li>To understand about the Broads National Park and to design a sustainable activity centre.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how glaciers erode, transport and deposit material.</li> <li>To understand about glacial erosion landforms.</li> <li>To identify and describe glacial depositional landforms.</li> <li>To identify and describe how people use glacial landforms.</li> <li>To understand how we can investigate how glaciers are changing.</li> </ul>
	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Human geography <b>(3b)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision making skills <b>(4c)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Human geography <b>(3b)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision making skills <b>(4c)</b> GIS skills <b>(4d)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision making skills <b>(4c)</b> GIS skills <b>(4d)</b>
<b>C E I A G</b>	<b>Careers Relate to Unit of Study</b> Construction Worker Town Planner Emergency Aid Worker Fireman Teacher Office Worker	<b>Careers Relate to Unit of Study</b> Oil Field Communication Off shore field engineer Assistant Driller Conservationist Power Plant Worker	<b>Careers Relate to Unit of Study</b> Web Designer Shop Assistant Pilot Haulage Company Worker / Driver Health and Safety Inspector	<b>Careers Relate to Unit of Study</b> Environmentalist – Artic Oil Rig Worker Conservation Worker Park Ranger Dendrochronologist Paleo climatologist	<b>Careers Relate to Unit of Study</b> Travel Agent Tour Guide Tour Operator Hotel Manager Activities Coach	<b>Careers Relate to Unit of Study</b> Paleo climatologist Environmentalist Town Planner
<b>Year 8</b>	<b>Key Content: Ideas – London Docklands</b> <ul style="list-style-type: none"> <li>To understand about the 'old' London Docklands</li> <li>To understand about the community spirit of the London Docklands.</li> </ul>	<b>Key Content: Ideas Coastal Environments</b> <ul style="list-style-type: none"> <li>To understand about different types of erosion.</li> <li>To understand how the coast is shaped by wave action.</li> </ul>	<b>Key Content: Ideas – Population</b> <ul style="list-style-type: none"> <li>To identify how the rate of global population is changing.</li> <li>To identify reasons for this change</li> </ul>	<b>Key Content: Ideas – Brazil</b> <ul style="list-style-type: none"> <li>To understand about its location and physical features.</li> <li>To begin to decide on reasons for particular climates in the country.</li> </ul>	<b>Key Content – Development</b> <ul style="list-style-type: none"> <li>To understand how people’s lives differ around the world and how this is linked to development.</li> <li>To understand what development means.</li> </ul>	<b>Key Content: Global Issues</b> <ul style="list-style-type: none"> <li>To understand about the harmful effects of plastics on marine wildlife.</li> <li>To understand about the life cycle of plastic bottles.</li> </ul>

	<ul style="list-style-type: none"> <li>To identify the causes and effects of the London Docks closing.</li> <li>To understand how people were affected by this.</li> <li>To recognise developments that had been created in the Isle of Dogs and if they met the aims of the LDDC. To understand the impacts these developments would have had on different groups of people.</li> <li>To examine the present day Tilbury Docks</li> <li>To suggest ways to redevelop an area of the Docks</li> <li>To develop team and decision making skills</li> <li><b>End of unit assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand about wave action.</li> <li>To understand what causes the movement of material along the coast.</li> <li>To understand about the factors that help cause cliff collapse.</li> <li>To understand how people can be affected and how they should respond to the hazard.</li> <li>To understand how we can protect the coast from erosion</li> <li>To understand the difference between soft and hard engineering</li> <li>To understand how coastal erosion can have an impact on people's lives and to argue for or against coastal defences to help protect them.</li> <li><b>End of unit assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand the effect a changing population will bring about.</li> <li>To analyse the demographic transition model.</li> <li>To understand what the population pyramids are.</li> <li>To understand what factors can affect the birth and death rate.</li> <li>To understand how populations are managed.</li> <li>To recognise that there is a need to manage populations.</li> <li>To understand what push/pull factors are.</li> <li>To understand about urbanisation and the push/pull factors behind it To understand about the main changes taking place in rural areas and how this affects the population</li> <li><b>End of Unit Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand that Brazil has five main regions and to be able to compare and contrast two of these.</li> <li>To understand about the life styles of the street children.</li> <li>To understand why street children are seen as a threat.</li> <li>To suggest solutions to deal with the problem of street children.</li> <li>To be able to compare and contrast the lives of people in Brazil.</li> <li>To understand about the reasons for the inequalities in Brazil and to suggest ways to make Brazil a more equal society.</li> <li><b>End of Unit Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To create a case study on Ghana.</li> <li>To understand what life is like a rural village in Northern Ghana.</li> <li>To understand how measure development.</li> <li>To understand about LICs – (Less Developed Countries)</li> <li>To understand why there are differences in development.</li> <li>To understand why there are differences in development – part two</li> <li>To understand why Ghana is still classes as a LIC (Less Economically Developed Country)</li> <li><b>End of Unit Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand about the Great Pacific garbage patch.</li> <li>To understand about ways of reducing plastic waste.</li> <li>To understand evidence of climate change.</li> <li>To understand the greenhouse effect.</li> <li>To understand the effects of climate change in Bangladesh.</li> <li>To understand about responses to climate change.</li> <li>To understand about the growth of international tourism.</li> <li>To understand about the benefits and problems of mass tourism.</li> <li>To create a case study on sustainable tourism.</li> <li>To understand what Wilderness areas are and why they are so important.</li> <li>To understand about threats to wilderness areas and the Pantanal wetlands.</li> <li>To understand about the causes of conflicts in the world.</li> <li>To understand the impacts of conflicts on people.</li> <li>To study the case study of Syria.</li> <li><b>End of Unit Assessment</b></li> </ul>
	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> Human geography <b>(3b)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision Making Skills <b>(4c)</b>	<b>Key Skills</b> To apply specific case study knowledge <b>(1a)</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision Making Skills <b>(4c)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Human geography <b>(3b)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision Making Skills <b>(4c)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision Making Skills <b>(4c)</b> GIS skills <b>(4d)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Human geography <b>(3b)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision making skills <b>(4c)</b>
<b>C E I A G</b>	<b>Careers Relate to Unit of Study</b> Crane Operator Captain of a ship Banker Property Developer Architect Web Designer Supermarket Manager Restaurant Manager	<b>Careers Relate to Unit of Study</b> Hotel Manager Restaurant Manager Chef Coastal Management Advisor Fireman	<b>Careers Related to Unit of Study</b> Doctor Nurse Midwife Population Scientist Demographer	<b>Careers Related to Unit of Study</b> Policeman /women Waitress Shop Manager Tour Guide / Operator Pilot Air Hostess	<b>Careers Related to Unit of Study</b> Teacher Doctor Nurse Midwife Aid Worker Construction Worker Plumber Electrician	<b>Careers Related to Unit of Study</b> Environmentalist Conservation worker Recycling Manager Flood Manager Tour Guide Forest Management UN Peace Keeper
<b>Year 7</b>	<b>Key Content: Making Connections - Terms and skills to build and consolidate learning from KS2.</b>	<b>Key Content: Italy</b> <ul style="list-style-type: none"> <li>To understand about stereotypes.</li> <li>To understand about characteristics of Italy.</li> </ul>	<b>Key Content: Rivers</b> <ul style="list-style-type: none"> <li>To understand what the water cycle is</li> <li>To know what happens to water when it reaches the ground.</li> </ul>	<b>Key Content: Weather &amp; Climate</b> <ul style="list-style-type: none"> <li>To understand what weather is and how weather maps can be interpreted.</li> </ul>	<b>Key Content – Coffee</b> <ul style="list-style-type: none"> <li>To understand how coffee is produced, where it comes from and where the money goes from one cup of coffee.</li> </ul>	<b>Key Content: Unequal World</b> <ul style="list-style-type: none"> <li>To understand how some people are rich and some poor, what life is like in a poor country and what the impacts of inequality are.</li> </ul>

	<ul style="list-style-type: none"> <li>To understand there are three main types of Geography and begin to recognise these</li> <li>To understand where we live and make connections to other countries.</li> <li>To be able to draw and annotate a field sketch</li> <li>To be able to give accurate directions using a compass.</li> <li>To be able to measure distance on a map using a scale</li> <li>To be able to read and interpret map symbols using a key</li> <li>To learn how to find places on a map using grid references</li> <li>To identify the different ways the shape of the land is shown on maps</li> <li>To learn what GIS is and how to use it</li> <li><b>End of half term assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand what gives Italy its sense of identity.</li> <li>To describe the shape of Italy.</li> <li>To identify the physical features of Italy and how these physical features may affect people.</li> <li>To understand what regions are.</li> <li>To identify the seven main tourist regions of Italy.</li> <li>To describe how the tourist regions of Italy will affect development across Italy.</li> <li>To interpret infrared maps.</li> <li>To outline how physical hazards will affect where people live.</li> <li>To decide why people live in volcanic areas.</li> <li>To understand about the problem that Venice faces.</li> <li>To discuss solutions to this problem and to evaluate the solution put forward by the Italian Authorities.</li> <li><b>End of Half Term Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand the key features of a rivers drainage basin and long profile.</li> <li>To apply this understanding to the River Coquet</li> <li>To understand that rivers erode transport and deposit material.</li> <li>To understand how a river erodes and transports material.</li> <li>To use an OS map</li> <li>To be able to outline the changes to the profile of the River Darent.</li> <li>To recognise the causes of flooding</li> <li>To understand what damage floods do and how humans make them worse.</li> <li>To understand where Bangladesh is located</li> <li>To understand why flooding occurs here and how people are affected by floods.</li> <li>To identify a flood event in the UK</li> <li>To explain the effects of flooding in the UK</li> <li>To analyse whether or not flood defences should be built.</li> <li><b>End of half Term Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand how different types of weather can be recorded.</li> <li>To be able to complete a weather investigation.</li> <li>To understand how clouds form and how different clouds can give different types of weather.</li> <li>To be able to explain about three different types of rainfall and how these form.</li> <li>To understand about what air pressure is.</li> <li>To understand what anticyclones and depressions are, how they form and the weather conditions they bring.</li> <li>To understand about air masses.</li> <li>To understand about warm and cold fronts and how changes in these can affect people.</li> <li>To understand what climate is.</li> <li>To understand about the factors affecting climate.</li> <li>To understand how man may be affected by climate</li> <li>To understand what climate is.</li> <li>To discuss the British Isles climate regions.</li> <li>To be able to complete a climate graph and understand how they work.</li> <li><b>End of half term assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand why growing coffee is tricky business</li> <li>To understand what world markets are and how Fairtrade works.</li> <li>To understand what the effects of subsidies and tariffs are.</li> <li>To create your own coffee shop in the Heart space at OPA</li> <li><b>End of half term assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand why the world is unequal, why it's hard for countries to development and why people chose to migrate from their home country.</li> <li>To understand about resource / food insecurity and food security and its consequences</li> <li>To understand how and why people's health varies around the world and comparing health care between two countries</li> <li>To understand where chocolate comes from, why trade is not always fair and what Fairtrade products are.</li> <li><b>End of half term assessment</b></li> </ul>
<b>C E I A G</b>	<b>Careers Relate to Unit of Study</b> Meteorologist Cartographer Environmentalist Education Officer National Trust Specialist GIS Analysist	<b>Careers Relate to Unit of Study</b> Chef Tour Guide Volcanologist Travel Agent Flood Management	<b>Careers Related to Unit of Study</b> Emergency Services Flood Management Environment Agency Aid Worker	<b>Careers Related to Unit of Study</b> Journalist Weather Presenter Cartographer Meteorologist	<b>Careers Related to Unit of Study</b> Barista Web Designer Architect Stocks and Shares – Trader Business Manager Construction Worker Banks – loan provider	<b>Careers Related to Unit of Study</b> Government – Immigration, Policy writing. Aid Worker Army Medical Assistant
	<b>Key Skills:</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision Making Skills <b>(4c)</b> GIS skills <b>(4d)</b>	<b>Key Skills:</b> To apply specific case study knowledge. To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision Making Skills <b>(4c)</b> GIS skills <b>(4d)</b>	<b>Key Skills:</b> To apply specific case study knowledge. To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision Making Skills <b>(4c)</b> GIS skills <b>(4d)</b>	<b>Key Skills:</b> To apply specific case study knowledge. To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision Making Skills <b>(4c)</b> GIS skills <b>(4d)</b> Fieldwork Skills <b>(4e)</b>	<b>Key Skills:</b> To apply specific case study knowledge <b>(1a)</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b> Decision making skills <b>(4c)</b>	<b>Key skills:</b> To apply knowledge about Develop / Developing Countries <b>(2a)</b> Physical geography <b>(3a)</b> Human geography <b>(3b)</b> Environmental geography <b>(3c)</b> Social, Economic, Environmental impacts <b>(3d)</b> To apply geographical theory <b>(3e)</b> To apply exam language of learning, key words, definitions <b>(4a)</b> Interpretation of data (graphs, tables, maps) <b>(4b)</b>