

Year	Autumn Term	
7	<p>Key knowledge & skills</p> <p>Topic 1 - Fantastic places - Geographical skill e.g grid references, scale, cross sections</p> <p>Contextual world knowledge</p> <ul style="list-style-type: none"> Locate and name the world's continents and oceans Locate and name countries in Europe, North and South America Begin to identify human and physical features of localities <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand and appreciate how our understanding of the planet has evolved through time and through exploration and a series of discoveries <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Locate and describe places using latitude and longitude Demonstrate ability to use Ordnance Survey map skills, scale, grid references, height, direction with aerial photos 	<p>Cross Curricular Skills</p> <p>Science</p>
	<p>Topic 2 - UK physical geography</p> <p>Understand what countries make up our country</p> <p>Explain where people live due to physical and human factors</p> <p>Understand the importance of mountains</p> <p>Identify how mountains can be managed to be used safely</p> <p>Describe the climate of the UK</p> <p>Describe how the physical and human landscape changes from John O'Groats to Lands End</p> <p>Understand geographical processes that shape the landscape</p> <p>Identify how geology causes erosion</p> <p>Explain how different physical factors have shaped the landscape of the UK overtime e.g. rivers, coasts and glaciers</p> <p>Competence in geographical enquiry skills</p> <ul style="list-style-type: none"> Draw and interpret a climate graph of the UK interpret OS maps, satellite images and figures to support written arguments 	<p>Curriculum Intent</p>
	<p>Knowledgeable and experienced learners</p> <p>Ready for the future</p>	<p>SMSC</p> <ul style="list-style-type: none"> The study of Geography is promoting a sense of wonder and fascination with the physical and human world. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.

Year	Autumn Term	
8	<p>Key knowledge & skills</p> <p>Topic 6: Urbanisation</p> <p>Describe the process of urbanisation</p> <p>Understand the causes of urbanisation</p> <p>Understand how and why quality of life varies for people living in a megacity</p> <p>Explain the opportunities and challenges of living in a megacity</p> <p>Evaluate the management strategies used to improve the lives of people living in Dharavi</p> <p>Understand the challenges faced in cities in the UK</p> <p>Understand how cities need to rebrand to improve quality of life</p> <p>Competency and skills</p> <ul style="list-style-type: none"> Draw and interpret graphs and figures Describe patterns and trends Interpret and use evidence from resources to support an argument 	<p>Cross Curricular Skills</p>
	<p>Curriculum Intent</p> <p>Knowledgeable and experienced learners</p> <p>Ready for the future</p>	
	<p>SMSC</p>	
	<p>Topic 7: Natural hazards - tectonic hazards</p> <p>Contextual world knowledge</p> <ul style="list-style-type: none"> Locate the global distribution of volcanoes, earthquakes, mountain belts and plate boundaries Locate and investigate natural disasters in Guatemala, Turkey, Nepal <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand the theory of continental drift, recognize the patterns of earthquake, volcano and mountain belts as plate boundaries Understand the theory of plate tectonics, and scientists evolving understanding of how plates move Understand the types of plate boundary Understand and appreciate how scientific theories and understanding about plate tectonics have evolved through time through a series of discoveries Understand how people respond to an earthquake Appreciate how people manage risk in areas prone to earthquakes and volcanoes <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Interpret atlas maps, eye witness accounts, scientific evidence, public information material to investigate plate tectonics 	

Year	Autumn Term	
	<p>Key knowledge & skills</p> <p>Topic 12 - Middle east</p>	<p>Cross Curricular Skills</p>

Year	Spring Term	
7	<p>Key knowledge & skills</p> <p>Topic 3 - Natural resources - are natural resources running out?</p> <p>Contextual world knowledge</p> <ul style="list-style-type: none"> Identify human and physical features of a locality <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Identify the Earth's spheres and how they are interconnected Understand the concept of geological time Understand the three categories of rocks Understand how rocks are weathered Understand the composition and formation of soils Understand how biomes are formed by the interaction of the Earth's spheres—rainforest Identify how people use the Earth's natural resources Classify and evaluate sources of renewable and non-renewable forms of energy Define a big idea in geography—sustainability <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Compare an OS map with an aerial photo to analyse the location of an oil refinery Communicate views about the need to use natural resources sustainably Use new geographical terminology <p>Describe the importance of natural resources</p>	<p>Cross Curricular Skills</p> <p>Science</p>
	<p>Curriculum Intent</p>	
	<p>Knowledgeable and experienced learners</p> <p>Ready for the future</p> <p>Confident communicators</p>	<p>SMSC</p>
	<p>Topic 4 - Weather and climate</p> <p>Contextual world knowledge</p> <ul style="list-style-type: none"> Weather and climate of the UK <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Define big ideas in geography – weather and climate Understand the basic principles, process and patterns of weather and climate Understand how weather effects our daily lives Understand how weather is measured, recorded, and forecast – role of the Met Office <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Use the synoptic code, weather charts and satellites to analyse weather patterns Interpret and draw climate graphs for the UK Interpret climate maps for the UK and world Use new geographical terminology – weather and climate 	

Year	Spring Term	
8	<p>Key knowledge & skills</p> <p>Topic 8 - Natural hazards - Atmospheric hazards</p> <p>Understand how atmospheric hazards form</p> <p>Describe the effects of tropical storms and wildfires have on people and the environment</p> <p>Explain the effects of natural hazards on people and the environment</p> <p>Discuss how the effects of hazards can be reduced</p> <p>Identify the causes of wildfires</p> <p>Understand the short and long term effects wildfires have on people and the environment</p> <p>Using a range of resources, justify how wildfires can be managed to the reduce the effects</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Interpret maps to identify the paths of tropical storms Interpret figures and use as evidence to support an argument 	<p>Cross Curricular Skills</p>
	<p>Curriculum Intent</p> <p>Knowledgeable and experienced learners</p> <p>Ready for the future</p>	
	<p>SMSC</p>	
	<p>Topic 9 - Population</p> <p>Describe how population is distributed around the world</p> <p>Understand how population dynamics are different depending on economic development</p> <p>Identify reasons for differences between population pyramids</p> <p>Understand the difference between an aging and youthful population and how that is represented on a population pyramid</p> <p>Identify why people move from one place to another</p> <p>Understand the challenges people face migrating</p> <p>Explain why people migrate and the challenges illegal immigrants face</p> <p>Discuss patterns of migration</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Interpret and complete population pyramids for a range of different countries Use a range of resources to provide evidence for an argument Use graphical skills to interpret population graphs 	

Year	Spring Term	
	<p>Key knowledge & skills</p> <p>Topic 14 - Ecosystems - rainforests</p>	<p>Cross Curricular Skills</p>

Year	Summer Term	
7	<p>Key knowledge & skills</p> <p>Topic 5 - Climate change</p> <ul style="list-style-type: none"> Understand the interdependence of human actions on a global scale Identify and explain the natural and human causes of climate change Understand the concept of climate change Understand the role of greenhouse gases Explain the local and global effects of climate change on people and the environment Identify the way in which technology can be used to mitigate climate change Understand how people can adapt to climate change Understand the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers Understand the contribution of using natural resources, energy development, economic growth, population change on the world's changing climate <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Communicate views on management of climate change Use new geographical terminology Use a range of figures to provide evidence for an argument 	<p>Cross Curricular Skills</p>
	<p>Curriculum Intent</p>	
	<p>Knowledgeable and experienced learners</p> <p>Confident communicators</p> <p>Ready for the future</p>	<p>SMSC</p> <ul style="list-style-type: none"> An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Pupils reflect on the long and short term impacts noting the rights and wrongs linking into the value of justice
	<p>Topic 6 - Glaciation</p> <p>Contextual world knowledge</p> <ul style="list-style-type: none"> Locate the changing global distribution of ice sheets and glaciers Identify human and physical features of a locality – Helvellyn, Snowdon, Dinorwig, North Wales, Geiranger, Norway <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand that the world's distribution of glaciers varies through time Understand how erosion, deposition and transportation create and change landforms Identify and understand how people use glacial landforms Understand how scientists investigate how glaciers are changing <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Comparing OS maps with aerial and ground level photos to identify glacial landforms Use OS maps to draw cross sections to show glacial features 	

Year	Summer Term	
8	<p>Key knowledge & skills</p> <p>Topic 10 - China</p> <p>Describe the location of China</p> <p>Explain the distribution of the population of China</p> <p>Explain the one child policy and understand why it was to control the population</p> <p>Understand the changes made to the one child policy and the negative impact it has on the population</p> <p>Explain the environmental challenges people face in China</p> <p>Explain how China is becoming more sustainable</p> <p>Evaluate the successfulness of the Olympic games. Understand the legacy of the games in China</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Interpret population data Interpret maps and make links between physical geography and human populations Use evidence to support and make judgements 	<p>Cross Curricular Skills</p>
	<p>Curriculum Intent</p> <p>Knowledgeable and experienced learners</p> <p>Ready for the future</p>	
	<p>SMSC</p>	
	<p>Topic 11 - Industry, development and globalisation</p> <p>Understand the DTM and how birth rates, death rates and population changes depending on development of a country</p> <p>Explain the factors that have caused a development gap between countries</p> <p>Explain the world is becoming more interconnected through globalisation</p> <p>Explain how demand for cheaper clothing influences the environment people in other parts of the world work in</p> <p>Understand how demand for resource can have an affect in a different part of the world</p> <p>Explain the negative impact the global production of iPhones has in different parts of the world e.g. Colton from the DRC and manufacturing in China</p> <p>Understand how our consumption needs to be more sustainable</p> <p>Understand the wider global impact industry and globalisation has on our environment</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Interpret graphs and 	

Year	Summer Term	
	<p>Key knowledge & skills</p> <p>Topic 16 - Urban challenges - Rio de Janeiro</p>	<p>Cross Curricular Skills</p>

9	<p>Contextual world knowledge</p> <ul style="list-style-type: none"> Identify the meaning of a region Locate the Middle East and its countries Identify key features of the Middle East's physical landscape, climate, environments, population distribution, economy Consider the importance of the region to the world <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Know the physical landscape of the Middle East Identify the impact of plate tectonics on the Middle East Understand the pattern of climate zones Compare a desert and Mediterranean climate Understand the distribution of population and ethnic groups across the Middle East Understand the importance of oil to the economies of the Middle East and the world Understand the changing state of development across the countries of the Middle East Compare and understand the reasons for different levels of development and population change for UAE and Yemen Understand the reasons for conflict in the Middle East Identify issues of water scarcity created by the climate of the region <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Draw climate graphs Use atlas maps and photos to investigate Middle East Interpret statistics, graphs, population density map, population pyramids to investigate population change Consider different points of view and decisions people make to change Apply understanding of development, population and economy to investigate UAE and Yemen Apply understanding of the Middle East, and migration to investigate the causes and consequences of <p>Topic 13 - Plastic Oceans</p>	<p>Curriculum intent Ready for the future Committed to the community</p>
	<p>Understand the resources oceans provide for humans</p> <p>Identify the major oceans</p> <p>Understand how oceans influence global and local climate</p> <p>Explain the importance of oceans on a local and global scale</p> <p>Explain how plastic is damaging ocean environments</p> <p>Describe how ocean currents have created garbage patches</p> <p>Create a map to indicate how ocean currents have create garbage patches</p> <p>Understand the concept of gyres and ocean currents</p> <p>Evaluate the successfulness of different solutions to the plastic problem</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Create a map using cartographical skills to indicate the movement of ocean currents and gyres Apply evidence from a range of figures to support an argument 	<p>SMSC</p>

9	<p>Describe the distribution of global ecosystems</p> <p>Understand the factors that influence climate</p> <p>Identify how changes to those factors can change the climate</p> <p>Understand the structure of the rainforest</p> <p>Identify how climatic conditions of a rainforest have created distinct animal and plant adaptations</p> <p>Identify the causes of deforestation</p> <p>Understand how the destruction of the rainforest will have a local and global effect</p> <p>Understand how deforestation has an effect on people and the environment</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Consider different points of view and decisions to use tropical rainforests as a resource Use maps to describe the distribution of deforestation 	<p>Curriculum intent Ready for the future and committed community leaders Confident communicators</p>
	<p>Climate change - Understand the interdependence of human actions on a global scale</p> <ul style="list-style-type: none"> Identify and explain the natural and human causes of climate change Understand the concept of climate change Understand the role of greenhouse gases Explain the local and global effects of climate change on people and the environment Identify the way in which technology can be used to mitigate climate change Understand how people can adapt to climate change Understand the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers Understand the contribution of using natural resources, energy development, economic growth, population change on the world's changing climate <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Communicate views on management of climate change use new geographical terminology Use a range of figures to provide evidence for an argument 	<p>SMSC</p>

9	<p>Describe the location of megacities</p> <p>Explain why the rate of urbanisation has changed</p> <p>Understand the social, economic and environmental challenges in NEEs</p> <p>Understand the interrelationship between socio-economic and environmental opportunities and challenges</p> <p>Explain the opportunities and challenges of urban growth in an NEE</p> <p>Assess how managing people and the environment can be challenging in NEEs</p> <p>Assess the solutions to overcome the challenges faced in an NEE. To what extent are these solutions sustainable?</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> use a range of resource to explain the opportunities and challenges faced in NEEs Interpret and complete a range of graphs Describe patterns and trends Give a judgement with evidence from a figure and own knowledge 	<p>Curriculum intent Knowledgeable and experienced learners Committed community leaders Ready for the future Confident communicators</p>
	<p>Describe and explain physical processes that shape our coastlines</p> <p>Explain how factors cause rates of erosion to differ along the UK coastline</p> <p>Explain how waves form linking to factors which influence strength of a wave</p> <p>Explain the formation of coastal features - linking to the processes of erosion, transportation and deposition. Including the correct sequencing</p> <p>Understand and able to explain through key terminology how processes shape and create landforms</p> <p>Explain the effects of coastal flooding on people and the environment at a local scale</p> <p>Evaluate methods of coastal management to reduce coastal erosion</p> <p>Understand both soft and hard engineering</p> <p>Assess the conflict caused by a coastal management scheme</p> <p>understanding of the process of terminal groyne effect - able to explain the wider geographical issues</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Communicate views on management of the UK coastline Use a range of new geographical terminology to explain the formation of landforms Interpret a range of resources and use evidence to support an answer 	<p>SMSC</p>

KS4 Curriculum Overview

Year	Autumn Term	Cross Curricular Skills
10	<p>Key knowledge & skills</p> <p>Urban World _ Rio de Janeiro</p> <p>Describe the location of megacities</p> <p>Explain why the rate of urbanisation has changed</p> <p>Understand the social, economic and environmental challenges in NEEs</p> <p>Understand the interrelationship between socio-economic and environmental opportunities and challenges</p> <p>Explain the opportunities and challenges of urban growth in an NEE</p> <p>Assess how managing people and the environment can be challenging in NEEs</p> <p>Assess the solutions to overcome the challenges faced in an NEE. To what extent are these solutions sustainable?</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> use a range of resource to explain the opportunities and challenges faced in NEEs Interpret and complete a range of graphs Describe patterns and trends Give a judgement with evidence from a figure and own knowledge 	<p>Curriculum Intent</p> <p>Knowledgeable and experienced learners Committed community leaders Ready for the future Confident communicators</p>
	<p>Urban World - London (HIC)</p> <p>Describe the location of London</p> <p>Explain the population distribution of the UK</p> <p>Explain the population structure of London</p> <p>Explain the opportunities and challenges of urban growth in a HIC</p> <p>Assess the wider geographical effect of opportunities and challenges on a local, national and global scale</p> <p>Evaluate how regeneration has improved the life's of people living in the Lower Lea Valley - link to the sustainability of the Olympic games</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> use a range of resource to explain the opportunities and challenges faced in NEEs Interpret and complete a range of graphs Describe patterns and trends Give a judgement with evidence from a figure and own knowledge 	<p>SMSC</p>
Year	Autumn Term	Cross Curricular Skills
	<p>Key knowledge & skills</p> <p>Rivers</p>	<p>Cross Curricular Skills</p>

Year	Spring Term	Cross Curricular Skills
10	<p>Key knowledge & skills</p> <p>River environments</p> <p>Rivers</p> <ul style="list-style-type: none"> understand how processes create landforms and shape the landscape. Evaluate the different strategies to reduce the effect of flooding Assess conflict arising from river management strategies in Cockermouth use definition of processes to explain in sequence the formation of landforms Use methods of central tendency to describe and explain patterns in data Interpret figures to suggest how landforms are formed an apply knowledge to suggest management strategies 	<p>Curriculum Intent</p> <p>Knowledgeable and experienced learners Committed community leaders Ready for the future Confident communicators</p>
	<p>Coastal landscapes</p> <p>Describe and explain physical processes that shape our coastlines</p> <p>Explain how factors cause rates of erosion to differ along the UK coastline</p> <p>Explain how waves form linking to factors which influence strength of a wave</p> <p>Explain the formation of coastal features - linking to the processes of erosion, transportation and deposition. Including the correct sequencing</p> <p>Understand and able to explain through key terminology how processes shape and create landforms</p> <p>Explain the effects of coastal flooding on people and the environment at a local scale</p> <p>Evaluate methods of coastal management to reduce coastal erosion</p> <p>Understand both soft and hard engineering</p> <p>Assess the conflict caused by a coastal management scheme</p> <p>understanding of the process of terminal groyne effect - able to explain the wider geographical issues</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Communicate views on management of the UK coastline Use a range of new geographical terminology to explain the formation of landforms Interpret a range of resources and use evidence to support an answer 	<p>SMSC</p>
Year	Spring Term - Revision	Cross Curricular Skills
	<p>Key knowledge & skills</p> <p>Coasts</p>	<p>Cross Curricular Skills</p>

Year	Summer Term	Cross Curricular Skills
10	<p>Key knowledge & skills</p> <p>Coastal environments</p> <p>Describe and explain physical processes that shape our coastlines</p> <p>Explain how factors cause rates of erosion to differ along the UK coastline</p> <p>Explain how waves form linking to factors which influence strength of a wave</p> <p>Explain the formation of coastal features - linking to the processes of erosion, transportation and deposition. Including the correct sequencing</p> <p>Understand and able to explain through key terminology how processes shape and create landforms</p> <p>Explain the effects of coastal flooding on people and the environment at a local scale</p> <p>Evaluate methods of coastal management to reduce coastal erosion</p> <p>Understand both soft and hard engineering</p> <p>Assess the conflict caused by a coastal management scheme</p> <p>understanding of the process of terminal groyne effect - able to explain the wider geographical issues</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Communicate views on management of the UK coastline Use a range of new geographical terminology to explain the formation of landforms Interpret a range of resources and use evidence to support an answer 	<p>Curriculum Intent</p> <p>Knowledgeable and experienced learners Committed community leaders Ready for the future Confident communicators</p>
	<p>Living world - Rainforest and cold environments</p> <p>Describe the characteristics of different biomes</p> <p>Understand how the nutrient cycle, food webs and food chains are interconnected</p> <p>Identify how energy is lost between layers of a food chain</p> <p>Explain the causes of deforestations and the effects this has on a local and global scale</p> <p>Understand the distribution of biomes linked to factors such as GAC and solar insolation</p> <p>Explain how plants and animals adapt to cold environments</p> <p>Understand the challenges of living in a cold environment</p> <p>Assess the opportunities, challenges and management of cold environments</p> <p>Understand the importance of managing cold environments linking to impact sustainable management can have at a local, national and global scale.</p> <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> describe the distribution of biomes using a range of resources Use a range of figures to support and articulate an argument 	<p>SMSC</p>
Year	Summer Term - Revision	Cross Curricular Skills
	<p>Key knowledge & skills</p>	<p>Cross Curricular Skills</p>

<p>11</p> <p>- understand how processes create landforms and shape the landscape. -Evaluate the different strategies to reduce the effect of flooding -Assess conflict arising from river management strategies in Cockermouth use definition of processes to explain in sequence the formation of landforms - Use methods of central tendency to describe and explain patterns in data -Interpret figures to suggest how landforms are formed and apply knowledge to suggest management strategies</p>	<p>Curriculum Intent Knowledgeable and experienced learners Committed community leaders Ready for the future Confident communicators</p>
<p>Coastal environments</p> <p>Describe and explain physical processes that shape our coastlines Explain how factors cause rates of erosion to differ along the UK coastline Explain how waves form linking to factors which influence strength of a wave Explain the formation of coastal features - linking to the processes of erosion, transportation and deposition. Including the correct sequencing Understand and able to explain through key terminology how processes shape and create landforms Explain the effects of coastal flooding on people and the environment at a local scale Evaluate methods of coastal management to reduce coastal erosion Understand both soft and hard engineering Assess the conflict caused by a coastal management scheme understanding of the process of terminal groyne effect - able to explain the wider geographical issues Competence in geographical enquiry and skills - Communicate views on management of the UK coastline - Use a range of new geographical terminology to explain the formation of landforms - Interpret a range of resources and use evidence to support an answer</p>	<p>SMSC</p>

<p>11</p> <p>Describe and explain physical processes that shape our coastlines Explain how factors cause rates of erosion to differ along the UK coastline Explain how waves form linking to factors which influence strength of a wave Explain the formation of coastal features - linking to the processes of erosion, transportation and deposition. Including the correct sequencing Understand and able to explain through key terminology how processes shape and create landforms Explain the effects of coastal flooding on people and the environment at a local scale Evaluate methods of coastal management to reduce coastal erosion Understand both soft and hard engineering Assess the conflict caused by a coastal management scheme understanding of the process of terminal groyne effect - able to explain the wider geographical issues Competence in geographical enquiry and skills - Communicate views on management of the UK coastline - Use a range of new geographical terminology to explain the formation of landforms - Interpret a range of resources and use evidence to support an answer</p>	<p>Curriculum Intent Knowledgeable and experienced learners Committed community leaders Ready for the future Confident communicators</p>
<p>Resource management</p> <p>Describe the distribution of resources Understand the concept of resource insecurity and how this can lead to conflict Understand the natural and human causes of energy and resource security Identify why the UK has water insecurity in the south east Understand where our food comes from and how the increase in population is causing a rise in the demand for food Understand how food supplies are managed in the UK Understand how demand is creating a larger 'carbon footprint' Understand how we can reduce demand for food Understand how the UK has an energy mix Understand the costs and benefits of using renewables and non renewables Evaluate how HICs and LICs can become more sustainable in their energy. With a case</p>	<p>SMSC</p>

<p>11</p> <p>Pre release - Issue evaluation e synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives. AQA pre release for paper 3 Analyse and evaluate a series of figures and information to conclude on the issue provided</p>	<p>Curriculum Intent Knowledgeable and experienced learners Committed community leaders Ready for the future Confident communicators</p>
<p>Unfamiliar fieldwork</p> <p>Using geographical and graphical to complete and present data for unfamiliar fieldwork Provide alternative data collection and presentation techniques for a series of data Describe and explain trends and pattern in graphs or data provided Evaluate the effectiveness of data collection, analysis, presentation for unfamiliar set of data. Competence in geographical enquiry and skills - use a range of central tendency to analyse data and suggest reasons for those patterns from other elements of the specification - Complete a range of graphs using unfamiliar data - Justify why certain presentation methods are most suitable for representing different types of data</p>	<p>SMSC</p>

<p>Russia - Y9 - 2021 -2022</p> <p>Knowledge & Skills</p> <p>Contextual world knowledge</p> <ul style="list-style-type: none"> Locate Russia and its surrounding countries Identify key features of Russia's physical landscape, climate, environments, population distribution, economy <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand the features and causes of a continental climate Understand how biomes are formed by the interaction of the Earth's spheres – taiga, tundra Define big ideas in geography – population distribution Understand the distribution of natural resources and economic activities across Russia Appreciate how cold temperatures impacts on people's lives Understand how size and physical geography affects economic growth of Russia Consider different points of view about the future of the Arctic <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Interpret and draw climate graphs for Russia Interpret climate maps for Russia Use atlas maps and photos to investigate Russia Use GIS/GoogleEarth to investigate Russia Geographical enquiry – using range of geographical data
