

The three aspects of pupil achievement in the National Curriculum		Understanding conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space			Competence in geographical enquiry , and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information			
By the age of 14 pupils should : extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities		Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied 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			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.			
AO1 Know geographical material. Demonstrate knowledge of locations, places, processes, environments and different scales.		AO2 Think like a geographer. Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes.			AO3 Applying geography Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues.		AO4 Study like a geographer Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings and to make judgments	
Year	Theme/enquiry question	Physical geography process-landform	Human geography process	Physical human interaction	Application of understanding		Geographical skills – map work Fieldwork	Key assessment opportunity
YEAR 7								
	<p>What is Geography: Fantastic Places</p> <p>Know the different elements of geography</p> <p>To locate places around the world</p> <p>To understand how we show relieve on maps</p> <p>To develop and understanding of place and space and scale</p> <p>Locating features on a map</p> <p>AO1 Pupils will be able to locate and name the world's continents and oceans, countries in Europe, North and South America</p> <p>Begin to identify human and physical features of localities</p> <p>Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within continents</p> <p>Begin to identify human and physical features of localities – in</p>	<p>Describe the location of places within each continent</p> <p>AO2 To describe how the eruption of Moutn St Helens changed the relive of the volcano</p> <p>To explain the how the lake district formed</p>	<p>AO2 To explain why the Ganges is important to people</p> <p>identify ways in which people use post glacial landscapes</p>	<p>Use specific events/factors to investigate each continent around the world</p> <p>AO2 To explain how Victoria Falls acts as a physical barrier rather than a political barrier</p> <p>To explain the interaction between the Ganges and its use by people</p>		<p>Map skills</p> <p>GIS</p> <p>Scale</p> <p>Grid references</p> <p>Measuring distance on maps</p> <p>AO4: Locate and describe places using latitude and longitude</p> <p>Demonstrate ability to use OS maps, scale, grid references, height, direction, with aerial photos</p> <p>To interpret relief on maps</p> <p>To locate places using 4 and 6 figure grid references</p> <p>To measure distance on maps</p>	<p>Mini Quizes</p> <p>Geog your Memory</p> <p>Mini end of topic assessment to test skills</p>	

		<p>the UK</p> <p>Cross curricular links: Science , History, Maths, English, , PE</p>						
		<p>What is development How is money spread around the world? How can development change over time? What is the global development map? How do countries support development? What are sustainable development goals? AO1: Understand global patterns of development, locating countries in different states of development Consider the state of development in Nepal Identify regional inequality in the UK Identify development priorities Consider the state of development in Nepal</p> <p>Maths, Buisness Studies, ICT, RE / Ethics, PSHE, English (speaking and listening skills)</p>	<p>Analyse the physical characteristics of formation and explain the impact of physical processes</p>	<p>Analyse the human impact and explain how they can be better managed AO2: Understand that development occurs at different rates and times in different countries Identify reasons for poverty, including gender inequality Further develop understanding of the concept of sustainability, investigating sustainable development goals Understand how organisations work to support development</p>	<p>Use case studies and knowledge and understanding to investigate</p>	<p>Case studies AO3: Use a Development Compass Rose to classify indicators of development Interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales Apply causes of poverty to Nepal</p>	<p>Analysis Statistics</p>	<p>End of topic assessment</p> <p>Knowledge Organiser: low steaks questioning from previous topics</p> <p>Each lesson GEOG YOUR MEMORY</p>
		<p>How do we use our planet as a natural resource? What are rocks and how are they formed? How doe the biosphere provide natural resources? Why is the world dependent on oil resources? How can we use resources sustainably?</p> <p>AO1: Identify human and physical features of a locality – Teesside</p> <p>Cross curricular links: Science , History, Maths, English, ICT</p>	<p>Identify the Earth’s spheres and how they are interconnected</p> <p>AO2: Understand the concept of geological time Understand the three categories of rocks Understand how rocks are weathered Understand the composition and formation of soils Identify how biomes are formed by the interaction of the Earth’s spheres – rainforest</p>	<p>Analyse global patterns</p> <p>AO2 Identify how people use the Earth’s natural resources – rocks, soil, biomes, water, oil</p>	<p>Identify how people use the Earth’s natural resources – rocks, soil, biomes, water, oil AO2: Classify and evaluate sources of renewable and non-renewable forms of energy Define a geographical concept – sustainability</p>	<p>Sketch maps GIS OS Maps AO3: Compare an OS map with an aerial photo to analyse the location of an oil refinery</p> <p>Communicate views about the need to use natural resources sustainably</p>	<p>Virtual fieldwork Local analysis / research</p>	<p>End of topic assessment</p> <p>Knowledge Organiser: low steaks questioning from previous topics</p> <p>Each lesson GEOG YOUR MEMORY</p>

		TIME ALLOWING Litter Fieldwork and do a mini write up						
		<p>What is an economy? What is a local and global economy? What is happening on the farm? Why is manufacturing about choosing the right site? Why did Nissan move to the UK? Why is the tertiary sector increasing? How does a chocolate bar connect to the sectors of the economy? How does the UK trade to other countries? What is globalization? How has containerization accelerated globalization?</p> <p>AO1 Identify human and physical features of a locality – Scarborough Understand the growth of manufacturing Use statistical data to draw a graph to show how the UK economy has evolved</p> <p>Cross curricular links: Science , Maths, English, Business Studies</p>	<p>Recognise physical features</p>	<p>Recognise human features and describe how human processes can features of places AO2 Understand geographical terms and ideas – economy, trade, ports, globalisation, and economic sectors Classify jobs into economic sectors Understand economic systems at a variety of scales Understand how economies evolve through time Understand how places are interconnected and interdependent through trade. Consider economic activities on the environment</p>	<p>Recognise and describe the physical and human features of places and begin to do this in the wider locational framework</p>	<p>Mapping Population data Numerical skills Case Studies Analysing information Atlas Skills Reaching conclusions AO3: Use statistical data to draw a graph to show how the UK economy has evolved Decision making – locate a factory and justify choices Compare an OS map with an aerial photo to identify location factors for a car plant and a port geographical terminology</p>	<p>N/A</p>	<p>End of topic assessment</p> <p>Knowledge Organiser: low steaks questioning from previous topics</p> <p>Each lesson GEOG YOUR MEMORY</p>
		<p>Is the geography of Russia a curse or benefit? What is the physical landscape of Russia? What is the climate of Russia? What biomes exist in Russia? Does geography help or hinder the economy? How can I use GIS to investigate Russia? Why did Russia plant their flag on the sea of the North pole? AO1: Locate Russia and its surrounding countries Identify key features of Russia's physical landscape, climate, environments, population</p>	<p>Analyse the physical characteristics of formation and explain the impact of physical processes AO2: Understand the features and causes of a continental climate Understand how biomes are formed by the interaction of the Earth's spheres – taiga, tundra</p>	<p>Analyse the human impact and explain AO2: Understand the distribution of natural resources and economic activities across Russia Understand the difference between densely and sparsely populated areas managed</p>	<p>Use case studies and knowledge and understanding to investigate AO2: Appreciate how cold temperatures impact on people's lives Understand how size and physical geography affect the economic growth of Russia Understand the population distribution pattern for Russia</p>	<p>AO3: Interpret climate maps for Russia GIS/GoogleEarth to investigate Russia Use enquiry questions to describe places in Russia Describe the physical landscape of Russia Explain the differences between the climate of Russia and the UK Describe and explain the population distribution of Russia</p>	<p>Thematic mapping GIS Atlas Maps DATA Handling Choropleth map</p>	<p>End of topic assessment</p> <p>Knowledge Organiser: low steaks questioning from previous topics</p> <p>Each lesson GEOG YOUR MEMORY</p>

		distribution, economy Identify human and physical features of a locality Cross curricular links: Science, Maths, English, ICT, RE / Ethics, Business Studies, PE						
		<p>Why are rivers so important? How is a river formed? How does water flow into rivers? Why do rivers change from source to mouth? How do rivers shape the land? What is the impact of human interaction to rivers? How can flooding be managed?</p> <p>AO1: Locate the world's major river basins Identify human and physical features of a locality – River Tees Locate the world's major river basins</p> <p>Cross Curricular Science, Maths, ICT, PE, Design and Technology</p>	<p>Recognise physical features and describe how physical processes can features of places AO2: Understand the water cycle and drainage basin processes Understand river processes – erosion, transportation, deposition – to create landscapes Identify river landscape feature</p> <p>Locate the world's major river basins landscape</p>	<p>Recognise human features and describe how human processes can features of places AO2: Identify how people use rivers</p>	<p>Recognise and describe the physical and human features of places and begin to do this in the wider locational framework AO2: Understand why people investigate drainage basin processes</p> <ul style="list-style-type: none"> • Know how human and physical factors cause rivers to flood • Identify ways that people respond to river flooding • Identify how river flooding can be managed 	<p>Cross section Aerial photos Analysis OS Maps Graphs Statistics Conclusions</p> <p>AO3: Compare an OS map with an aerial photo to identify river features and how people use rivers Use an OS map to draw a cross-section of a river valley Use ArcGIS to investigate the long profile of the River Tees Conduct a river fieldwork enquiry Describe and explain how rivers create landforms</p>	<p>Carding Mill Valley Field Work Opportunity AO4: Compete a sketch map of Carding Mill Valley to summarise the factors that have shaped the land Photo interpretation Select and adapt Geography questions and skills to investigate questions and issues Communicate findings clearly</p>	<p>Modeling landforms with playdoh</p> <p>Consolidation test</p> <p>Knowledge Organiser: low steaks questioning from previous topics</p> <p>Each lesson GEOG YOUR MEMORY</p>

	<p>What are the opportunities and challenges facing Africa? Why is Africa not a country? What are the physical landscapes of Africa? How Developed are African countries? What are the challenges and opportunities of urbanization in Africa?</p> <p>AO1: Use statistical data to draw a graph to show how the UK economy has evolved Locate Africa and its countries Identify key features of Africa's physical landscape, climate, environments, population distribution, economy</p> <p>Cross Curricular Links: Maths, Science, RE (Ethics), ICT, Business Studies, English (debating skills) .</p>	<p>Describe physical characteristics of places and how physical processes can lead to similarities and differences of places AO2: Know the physical landscape of Africa Understand the pattern of climate zones and biomes across Africa Identify the causes and consequences of desertification in the Sahel Understand how biomes are formed by the interaction of the Earth's spheres – savanna</p>	<p>Describe human characteristics of places and how human processes can lead to similarities and differences of places AO2: Challenge stereotypical views about the continent of Africa Appreciate the effects of colonialism on present-day Africa Understand the changing state of development across African countries Understand population distribution and change in Africa Understand how urbanisation is changing Africa Compare urbanisation in a region of India to a region of Africa\ Identify reasons for economic growth in Africa Understand and consider the reasons for China investing in and trading with countries in Africa</p>	<p>Show increasing depth of knowledge and understanding to describe characteristics of an area studied</p> <p>AO2: Identify solutions to desertification in the Sahel</p>	<p>AO3: Interpret statistics, graphs, population density maps, population pyramids to investigate population change Consider different points of view and decisions that people make to change Apply understanding of trade and economics for a range of geographical information about Ethiopia Apply understanding of development and Sustainable Development Goals to Africa Use enquiry questions to describe places in Africa and critically think about different viewpoints</p>	<p>use a range of globes, maps (including OS maps), atlases AO4 Use atlas maps and photos to investigate Africa Use latitude and longitude to locate places in Africa</p>	<p>Consolidation test</p> <p>Debate to develop justify / assess / evaluation skills</p> <p>Each lesson GEOG YOUR MEMORY</p>
YEAR 8							
	<p>What is weather and climate? How can we define weather and climate? How do we measure weather? What are clouds and why does it rain? What is the climate like in the UK? What are air pressure and anti cyclones? What are depressions and how do they affect our weather? How does the climate in Asia compare to the UK?</p>	<p>Recognise physical features and describe how physical processes can features of places AO2: Understand the difference between weather and climate Understand the basic principles, processes and patterns of weather and climate Understand the characteristic features of depressions and anticyclones and how they affect the weather</p>	<p>Recognise human features and describe how human processes can features of places AO2: Understand how weather affects our daily lives</p>	<p>Recognise and describe the physical and human features of places and begin to do this in the wider locational framework AO2 Define how weather is measured, recorded and forecast – role of the Met Office and Know how human and physical factors cause rivers to flood</p>	<p>Statistics Analysis AO3 Interpret and draw climate graphs for the UK Interpret climate maps for the UK and the world Describe and explain weather patterns and the climate of the UK Use new geographical terminology – weather and climate</p>	<p>Climate graphs Weather equipment Thematic maps Recording data</p> <p>AO4: Use the synoptic code, weather charts and satellites to analyse weather patterns Conduct a geographical enquiry to identify patterns of weather for a</p>	<p>Consolidation test</p> <p>Knowledge Organiser: low stakes questioning from previous topics</p> <p>Each lesson GEOG YOUR MEMORY</p>

	<p>AO1: •Weather and climate of the UK</p> <p>Science, Maths, ICT, PE</p>					<p>locality for a week</p> <p>Geographical terminology</p> <p>Synoptic chart – interpretation</p> <p>Climate data interpretation</p> <p><i>Weather survey on school site</i></p>	
	<p>What is urbanisation? To know how cities have grown How mechanization changed where we live What are the problems and solutions of rapid urbanisation How is population distributed around the UK Regenerating urban areas</p> <p>AO1: understand why more people are living in urban areas Define issues with rapid urbanization Locate Rio and describe its site and situation Locate Indonesia and describe its site and situation</p>	<p>Physical geography can influence the location of urban settlements and how they grow AO2 explain how physical geography can influence the site of settlements and impact on their growth and development over time</p>	<p>Analyse human patterns of urbanization. AO2 describe and explain trends in urbanisation and know that it is not the same all over the world. Explain how rapid urbanization creates socio-economic issues for cities Evaluate options for governments to solve problems living in cities Explain changes to urban areas in UK urban areas and suggest ways in which they can be improved through regeneration Understand the difference between densely and sparsely populated areas</p>	<p>Humans have an environmental impact. AO2 rapid urbanisation can impact the natural world: pollution and waste</p>			
	<p>What is coastal management? How does deposition change the coastline? How has life changed on the Holderness coast? What defenses can be used to protect the coast? How can we determine if the costs outweigh the benefits? What happens when the land meets the sea?</p> <p>Geography in the News AO1: Identify human and physical features of a locality – Holderness coast</p>	<p>UK Describe physical characteristics of places and how physical processes can lead to similarities and differences of places</p> <p>AO2: Understand how erosion, deposition and transportation create and change coastal landforms Understand the importance of geology in shaping the coast Understand how cliffs are weathered</p>	<p>Describe human characteristics of places and how human processes can lead to similarities and differences of places</p>	<p>I can evaluate sources of geographical information to establish evidence for geographical writing.</p> <p>AO2: Understand the need for, and impact of, coastal management strategies</p>	<p>AO3: Compare an OS map with aerial and ground-level photos to identify coastal landforms, and how people try to manage the coast Consider different viewpoints and justify decisions about coastal management</p>	<p>Field Visit Holderness Coast AO4: Complete a sketch map of the Holderness coast to summarise the factors that have shaped the Holderness coast Photo interpretation Select and adapt Geography skills to investigate questions and issues Communicate findings clearly</p>	<p>Field Visit Write up</p> <p>End of year consolidation Exam on everything learned in year 9.</p> <p>Each lesson DO NOW quiz from previous lesson to show progress and check understanding</p> <p>Modeling landforms</p>

		<p>N.B. This will run into term 6 due to content</p> <p>CROSS CURRICULAR: Maths, Science, PE, ART and Design and Technology</p>						with playdoh
		<p>One planet, many people: how are populations changing? Where does everyone live and why? How can we describe the structure of a population? What is urbanization? How did urbanization change Southampton?</p> <p>AO1: Know the global distribution of population, and location of the world's major cities Know the impact of population change in Southampton 1801 to present Understand the population control strategies in Russia and China</p> <p>Maths, History, English, ICT, Ethics (RE)</p>	<p>Analyse physical characteristics of places and explain a range of physical processes at a variety of scales</p>	<p>Strategies used to reduce the gap</p> <p>AO2: Understand the geographical concepts and ideas – population distribution, change, growth, migration, urbanisation Understand that population change occurs at different rates and times in different countries</p> <ul style="list-style-type: none"> • Understand and apply the Demographic Transition Model and a migration model • Understand how countries attempt to control population change <p>Understand the decisions that people make to migrate Understand how migration changes settlements Identify the interconnections between population change, use of natural resources and development</p>	<p>Analyse physical and human characteristics</p>	<p>Population Climate graphs Case Studies Reports</p> <p>AO3: Interpret statistics, graphs, models, population density maps, population pyramids, to investigate population Identify and explain the world pattern of population distribution</p>	<p>Maps Grid reference AO4 Identify the latitude and longitude of cities Compare OS maps of different scales Use a range of historical data Identify change, comparing 1890 OS maps with a current OS map</p>	<p>Debate</p> <p>Consolidation test including other terms</p> <p>Each lesson DO NOW quiz from previous lesson to show progress and check understanding</p>
9		<p>What are the urban growth opportunities for Asia? How is Asia being transformed? Why does India rely on the monsoon season? How do floods threaten lives in Asia? Why is the population of Asia diverse and dynamic? Is china helping to create an interdependent world? How is Asia developing into the</p>	<p>Describe the landform characteristics AO2: Understand the features and reasons for a monsoon climate Understand the cause of flooding in Asia Understand how biomes are formed by the interaction of the Earth's spheres –</p>	<p>Describe impact of human processes AO2: Understand population distribution and change in Asia Compare the population structure of two Asian countries Understand how urbanisation is changing a region – Karnataka,</p>	<p>Describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales AO2: Understand the impact of climate and flooding on people in Asia Compare the causes and impact of flooding</p>	<p>Living concept maps Climate graphs Population pyramids Statistics Case studies Maps Conclusion Research</p> <p>AO3: Interpret climate maps for Asia Use atlas maps and photos to investigate Asia Interpret statistics, graphs, population density maps, population pyramids, to investigate</p>	N/A	<p>End of year consolidation Exam on everything learned in year 8.</p> <p>Each lesson DO NOW quiz from previous lesson to show progress and</p>

		<p>most important global economic region?</p> <p>A01: Locate Asia and its countries</p> <p>Identify key features of Asia's physical landscape, climate, environments, population distribution, economy</p> <p>Understand aspects of the physical and human geography of India, China and Nepal</p> <p>Cross curricular: Maths, Science, English, RE (Ethics), ICT</p>	<p>mountain</p>	<p>India</p> <p>Identify reasons for economic growth in China</p> <p>Understand the growing economic importance of Asia</p> <ul style="list-style-type: none"> • Appreciate the changing balance of world trade 	<p>in Asia with York</p> <p>Understand how deforestation in Nepal is affected by a mountain biome</p>	<p>population change</p> <p>Consider different points of view and decisions that people make to change</p> <p>Apply understanding of migration and urbanisation to analyse a range of geographical information about Karnataka</p>		<p>check understanding</p>
Year 9								
		<p>Is it safe to live near a volcano or on a fault line for earthquakes?</p> <p>Was the world a jigsaw?</p> <p>Where are the worlds earthquakes , volcanoes and mountain belts?</p> <p>What happens at plate boundaries?</p> <p>How can we survive an earthquake?</p> <p>What do we know about volcanoes?</p> <p>Why would you live near a volcano?</p> <p>How can we manage a tectonic disaster?</p> <p>A01: Locate the global distribution of volcanoes, earthquakes, mountain belts and plate boundaries</p> <ul style="list-style-type: none"> • Locate and investigate natural disasters in Guatemala, Turkey, Nepal <p>Cross curricular links: Science , Maths, English, Design and Technology, Art, History</p>	<p>Haiti / Japan</p> <p>Mount St Helens, Sinabung Indonesia</p> <p>Describe the landform characteristics</p> <p>A02: Understand the theory of continental drift, recognise the patterns of earthquake, volcano and mountain belts as plate boundaries</p> <p>Understand the theory of plate tectonics and scientists' evolving understanding of how plates move</p> <p>Understand the types of plate boundary</p>	<p>Describe how human factors can influence tectonic disasters and what can be done to stay safe.</p>	<p>Describe human characteristics of places and how human processes can lead to similarities and differences of places</p> <p>A02: Appreciate how scientific theories and understanding about plate tectonics have evolved through time through a series of discoveries</p> <p>Understand how people respond to an earthquake</p> <p>Understand how people manage risk in areas prone to earthquakes and volcanoes</p> <p>Understand the impact of development and urbanisation on countries susceptible to earthquakes and volcanoes</p>	<p>GIS</p> <p>Maps</p> <p>Satellite imagery</p> <p>Case studies</p> <p>Research</p> <p>Conclusion</p> <p>A03: Interpret atlas maps, eye witness accounts, scientific evidence, public information material, to investigate plate tectonics</p> <p>Describe and explain the theory of plate tectonics</p>	<p>N/A</p>	<p>3D Project to demonstrate learning's</p> <p>Consolidation test including questions from year 7</p>
Not currently on the KS3 curriculum								

		<p>Why is the Middle East an important world region? How does physical Geography influence the region? What problems does the climate of the Middle East create for the region? Why is the Middle East a major economic region? How has the United Emirates developed? Why is Yemen the poorest country in the Middle East? Why is there ongoing conflict? AO1: 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> <p>Cross Curricular: History, RE, English, Maths, ICT</p>	<p>How GIS can be used to determine physical features Know the physical landscape of the Middle East AO2: Identify the impact of plate tectonics on the Middle East Understand the pattern of climate zones in the Middle East Compare a desert and a Mediterranean climate</p>	<p>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 AO2: 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</p>	<p>Recognise and describe the physical and human features of places and begin to do this in the wider locational framework AO2: • Identify issues of water scarcity created by the climate of the region</p>	<p>GIS Mapping Analysis Conclusion Draw climate graphs Use atlas maps and photos to investigate the Middle East AO3 Interpret statistics, graphs, population density maps, population pyramids to investigate population change Consider different points of view and decisions that people make to change Describe and explain the impact of plate tectonics on the Middle East Apply understanding of development, population and economy to investigate UAE and Yemen, using a variety of geographical data Apply understanding of the Middle East, and migration, to investigate the causes and consequences of war in Syria, critically thinking about different viewpoints</p>		<p>Debates</p> <p>Consolidation test including questions from term 1 and 2</p> <p>Each lesson DO NOW quiz from previous lesson to show progress and check understanding</p>
		<p>How does ice change the world? Why do glaciers form ? How do glaciers change landscapes? How are landforms shaped by glacial erosion? How do we investigate how glaciers are changing?</p> <p>AO1: 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> <p>Cross Curricular links: History, Science, ICT</p>	<p>Understand that the world's distribution of glaciers varies through time AO2: Understand how erosion, deposition and transportation create and change landforms</p>	<p>• Identify and understand how people use glacial landforms</p>	<p>Satellite photos Thematic mapping</p>	<p>Explain changes in the characteristics AO3: • Compare OS maps with aerial and ground-level photos to identify glacial landforms • Use OS maps to draw cross-sections to show glacial features • Describe and explain how people use glacial landforms • Use evidence to describe how the world's glaciers are changing</p>	n/a	<p>Consolidation Test – use questions from Africa as well</p> <p>Each lesson DO NOW quiz from previous lesson to show progress and check understanding</p>
		<p>How can we manage climate change? What are the possible causes for</p>	<p>Analyse physical characteristics of places and explain a range of</p>	<p>Analyse human characteristics of places and explain a range of</p>	<p>Use K&U to analyse and compare characteristics</p>	<p>Case studies Investigate controversial issues AO3: Consider a range of evidence of climate</p>	<p>Virtual field work to address global climate change</p>	<p>Produce a report / newspaper</p>

		<p>climate change? What are the human factors? How can we manage climate change? How is Antarctica the frozen continent? What can we do about climate change?</p> <p>Geography in the news AO1: Global patterns of climate change and greenhouse gas emissions Antarctica the frozen continent •consequences of climate change in the UK</p> <p>Cross Curricular Links: Maths, ICT, English, RE (Ethics), Art, Science</p>	<p>physical processes AO2: Understand the concept of climate change Understand the role of greenhouse gases Understand the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers Scales</p>	<p>human processes at a variety of scales: use News to support this e.g. G7 summit AO2: Understand the contribution of using natural resources, energy development, economic growth and population change on the world's changing climate Consider how the UK government is managing the risks of climate change</p>	<p>between contrasting areas Identify key stakeholders AO2: • Identify and classify the causes of climate change • Apply understanding of geographical concepts – economy, development, Earth's spheres, weather and climate, population change, melting glaciers – progressed through the book to investigate the causes and consequences of climate change • Understand that action to face climate change requires international agreement and collaboration</p>	<p>change Consider and critically reflect on different viewpoints, detecting bias Use a wide range of geographical data in this unit and those throughout the book marked with 'cc' symbol to identify and classify the causes and consequences of climate change Use of GIS with OS maps to identify flood risk in the UK Debate three options for the future Consider future personal actions as a geographer</p>	<p>AO4: Create a concept map to show how the key geographical concepts progressed through the book are interconnected Class debate to consider options regarding climate change Consider own actions for the future as a geographer</p>	<p>Consolidation test including questions from term 1 and 2</p> <p>Each lesson DO NOW quiz from previous lesson to show progress and check understanding</p>
By the age of 11 pupils should :	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news	Understand in some detail what a number of places are like, how and why they are similar and different and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have a different point of view.					