YEAR GROUP/PATHWAY:		SUBJECT AREA: Geography
Autumn Term Year 7	Physical Geography	
	Weather and climate: How Climate Change is affecting our planet	
	Climate and weather	What is climate change?	What is the impact of Climate Change?
Knowledge	• What is the difference between weather and climate? • What are the different climates of the World? • Is the British climate similar to other climates around the World?	• How do we measure climate change? • Is the World's climate changing?	• Environmental impact of climate changes to Antarctica • Environmental impact of climate change on Planet Earth
Skills Geographical Understanding (A02) Geographical enquiry skills: applying knowledge and understanding (A03)	Core: Can understand one way in which the weather is different from the climate Can answer questions about areas of temperate zones Can use a provided climate zones map to provide answers to questions on the 5 main World climate zones	Core: Can identify the meaning of climate change and describe it. Can use graphs and charts to answer questions on climate change, i.e. spotting global trends in temperatures, CO2 emissions Organising geographic information, i.e. spotting a trend in graphs	Core: I can identify and describe a negative effect of human activity, particularly on Antarctica can use images and graphs to identify changes in Antarctica, such as penguin colonies, and other world sites, such as Bush fires in Australia Extended:

	Can colour in a climate zones map with a simple key of the 5 main climate zones **Extended**: Begins to use information provided to help them respond to questions about why the climate is different / similar in parts of the World, i.e. Equator, Tropics, Polar Can begin to make a judgement about the uniqueness of the British Climate **Can use a map of the World, with zones (Equator, tropics and polar) to infer which zones will be similar to The British Isles**	**Extended:** Can give several reasons for climate change **Plotting and describing predictions on graphs predictions of climate change with/without changes in human activity**	can describe several negative effects of human activity on the planet **can use images and graphs to describe changes in Antarctica, such as penguin colonies, and other world sites, such as bush fires in Australia** **can make predictions of future developments with/without changes in human activity**

Vocabulary	Core: weather, climate, climate zones, Polar, Tropical, temperate, Equator key, Tropic of Capricorn, Tropic of Cancer	Core: Indicators, climate change, weather stations, warming, fossil fuels, C02 (carbon dioxide) emissions, graphs, charts, sea levels, **Extended:** average surface temperature, greenhouse gases, glaciers	Core: Impact, environment, positive, polar, negative, penguins, bush fires, Australia, Antarctica **Extended:** Penguin colonies

YEAR GROUP/PATHWAY:		SUBJECT AREA: Geography	
Spring Term Year 7	Teaching locational knowledge using atlases, maps and globes with a focus om Africa and Asia		
	Map Skills - Globes	**Map skills – Atlases**	**Map skills – Maps**
Knowledge	• What is a globe and what can you find on it? (continents and oceans) • What is an online globe: Google Earth • Latitude and longitude: Finding the exact location of any place on Earth	• What is an atlas? • Index and contents page • Using an atlas to compare man-made and geographical features of the World (comparison of European to African/Asian features)	• What is a map? • What is an ordnance Survey map? • Using a four-figure grid reference to locate features • Using a Six-figure grid reference to locate features
Skills **Geographical enquiry skills (A03,4)**	**Core**: **Can manipulate a globe to identify 7 continents and 5 oceans especially Asia and Africa and oceans** **Can navigate Google Earth pro to locate a region of Africa and Asia**	**Core**: **Locating the pages containing maps of Africa** **Locating cities of the world (with special reference to Africa and Asia) using an index**	**Core:** **Make a simple story using map symbols to match the words** **locate the 4 bearings of a compass rose** **Giving directions using the 4 cardinal points**

	Knows which way latitude and longitude appear on globes	**Making 2 comparisons between features of European and African/Asian countries, e.g.**	**Locating features on a map using four figures**
			Extended:
			Complete the 8 bearings of a compass rose
		Using an atlas to add man-made features, i.e. built-up areas and geographical features, i.e. national parks to a map	**Locating features on a map using six figures**
	Extended:		
	Can give the position of a country/region on a globe using latitude and longitude of a globe	**Extended:**	
		Choosing between pages of an atlas to select two maps to compare with another: sketching the maps and locating man-made and physical features in order to describe similarities and different between places	
	Knows why a map has longitude and latitude		
Vocabulary	**Core:** Globe, Continent, countries, regions, counties, equator, Tropic of Cancer Tropic of Capricorn, latitude, longitude **Extended:** Projections	**Core:** Atlas, man-made, physical, national parks, index page, contents page, features, similarities, differences, built-up areas **Extended:** Compare, contrast	**Core:** Co-ordinates, Eastings, Northings, Four/Six figure grid reference, compass, corridor, stairs, bearings, symbol, ordnance survey map **Extended:** Compass rose, locate

YEAR GROUP/PATHWAY:		SUBJECT AREA: Geography
Summer Term Year 7	Human Geography	

	Tourism and its Impact on the Environment		
	Tourism patterns	**Impact of Tourism**	**Sustainable Tourism**
Knowledge	• Growth of tourism • Types of tourism • Evidence of tourism on OS maps	• Positive and negative impacts • National parks in the UK	• Managing tourism • Managing sustainability in the Surrey Hills
Skills Geographical Knowledge Geographical Understanding	**Core:** Shows understanding by describing features using simple geographical vocabulary Can recall basic information about tourism sites and their specific characteristics **Extended:** Starting to be able to identify some similarities and differences of simple tourism patterns and changes Can use geographical language to describe both human and physical features of the landscape, with comments about specific sites. I can describe some similarities and differences between tourism sites	**Core:** Starting to be able to identify some similarities and differences of simple tourism patterns and changes Can use geographical language to describe both human and physical features of the landscape, with comments about specific sites. I can describe some similarities and differences between tourism sites I can identify a reason why sustainable management of tourist sites is needed **Extended:** Being able to describe places beyond their immediate personal geographies, including human and physical features and patterns, suggesting links between people and their environments. Starting to identify why different locations make popular holiday destinations I am beginning to describe why sustainable management is needed in tourist sites	**Core:** Being able to describe places beyond their immediate personal geographies, including human and physical features and patterns, suggesting links between people and their environments. Starting to analyse the human impact of tourism on sites **Extended:** Students offer simple explanations for links between people and their environments. Can explain some reasons why tourism impacts on the environment.

Vocabulary	**Core:** industry, travel, leisure time, eco-tourism, cultural/historic tourism **Extended:** economic growth, facilities, infrastructure, disposable income	**Core:** attraction, damage, overcrowding, greater demand, services **Extended:** honey-pot sites, tertiary jobs	**Core:** environment, conservation, privately owned, quarry, conflicts, erosion **Extended:** re-constructing, Forestry commission, sustainability

YEAR GROUP/PATHWAY:			SUBJECT AREA: G*eography*
Autumn Term Year 8	**Human Geography**		
	Urbanisation		
	Types of settlement - Rural	**Types of settlement - Urban**	**Urban regeneration**
Knowledge	- What is a settlement - What makes a good settlement? - Rural settlement types – hamlet and villages - Local rural settlements – Commonwork Organic Farms Ltd @ Bore Place	- Settlement types – towns and cities - Land use patterns within urban areas - Advantages and disadvantages of old inner- city areas (towns/cities)	- What is urban regeneration? - Urban sustainability - Study of the local area: decisions on which areas to regenerate
Skills Geographical Enquiry skills	**Core**: I can develop a geographical question and seek to answer it using geographical methods of collection.	**Core:** Can suggest links between people and their environments, such as the benefits and problems of inner city living	**Core:** Can recognise and explain one reason why places change because of human processes.

Geographical Understanding	Starting to be able to describe some similarities and differences of simple rural settlement patterns and changes **Using aerial photography to identify key geographical and human features of rural communities** **Extended**: Can suggest links between people and their environments. **From observations of aerial views and relief maps, Identifying reasons for local areas land use patterns:**	**Using maps, aerial views and relief maps to identify decisions on location of towns** **Extended:** Can begin to explain why people choose the environment they live in, such as inner-city areas Can recognise and begin to explain reasons why places change because of human processes. **From observations of aerial views, relief and contour maps, identify and describe reasons for locating for different land use patterns:**	**Can determine the changes made in a regeneration project** **Extended:** Can recognise and explain several reasons why places change because of human processes. **Can investigate a chosen area to make decisions on regeneration projects and create and before and after diagram.**
Vocabulary	**Core:** site, situation, rural, urban, factors, advantages, disadvantages, patterns, similarities, differences, rural, countryside, hamlet Extended: dispersed, nucleated, linear	**Core:** farming, organic, factors, location, links, inner city, suburbs, countryside, outer suburbs, CBD Extended: arable, livestock, agriculture, Burgess Model, Central Business District	**Core:** Regeneration, project Extended: diagram

YEAR GROUP/PATHWAY:			SUBJECT AREA: *Geography*
Spring Term Year 8	**The Environment**		
	Energy and resources		
	Non-Renewable energy	**Renewable energy**	**Case studies on The future of energy**
Knowledge	• What is the environment? • Non-renewable energy: Gas and oil fields of the UK • UK patterns of non-renewable energy usage • The advantages and disadvantages of Non-renewable energy • Study: Fukushima Incident, 2011	• What is renewable energy? • Solar, tidal and wind energy of the UK • UK patterns of renewable energy usage • The advantages and disadvantages of Non-renewable energy • Case study: London Array Wind Farm	• Developed countries future plans: France's decommissioning of nuclear energy • Developing countries future plans: Vietnamese Wind farms & • Morocco – a shining beacon of renewable energy
Skills **Geographical understanding (A01)** **Geographical enquiry (A03)**	Core: I can identify the meaning of 'non-renewable' I can provide two examples of non-renewable energy **I can make enquiries into the advantages and disadvantages of non-renewable energy choices**	Core: I can identify the meaning of 'renewable' I can provide two examples of renewable energy **I can make enquiries into the advantages and disadvantages of renewable energy and make**	Core: I can recognise and begin to offer multiple reasons why places change due to physical and human processes in other parts of the world I can describe one opinion on the changes in the environment in other parts of the World

	Extended I can describe a non-renewable energy source and consider the impact on the environment **I can make enquiries into the advantages and disadvantages of non-renewable energy and make decisions on comparative advantage of different non-renewable energy choices**	**decisions on comparative advantage of different non-renewable energy choices** **Make a study into how much the local community / school make use of renewable energy compared with non-renewable, i.e. a poll, questionnaire** **Extended** I can describe a renewable energy source and explain the impact on the environment **Use a questionnaire or survey to make a judgement of good/insufficient use of renewable energy in local study**	**I can conduct a geographical enquiry, collecting data from secondary sources and make some valid comments on the use of energy in developing countries** **Extended:** I can describe several opinions on the changes in the environment in other parts of the World **I can make predictions of how other countries in the world may develop their energy usage based on analysed data and enquiries** **Student can make some basic evaluative comments on how far the local community / school / students homes make good use of renewable forms of energy**
Vocabulary	Core Gas fields, oilfields, fracking, non-renewable, energy, environment, leak, natural resources, fossil fuel, carbon, mine, organic, inorganic, pollutants, oil, coal, natural gas, limited supply, seams of rock, sources, biomass, nuclear, Uranium, electricity, wood, breathing difficulty Extended:	Core: renewable energy, solar, wind, tidal, sunlight, solar panels, wind turbines, wind farms, turbine, New Zealand, Iceland, biomass, oilseed rape, dam Extended: Sustainable energy, tidal barrage, geothermal, hydrological, hydroelectrical	Core: energy source, energy-efficiency, insulation, low-cost, local, reduce energy, eco-friendly, Extended: bio-degradable, carbon footprint, consumption, renewables, decommission

	contamination, deforestation, desertification, greenhouse gases, finite, methane, high mortality, respiratory		

YEAR GROUP/PATHWAY:			SUBJECT AREA: *Geography*
Summer Term Year 8	Physical Geography		
	Rivers and Water		
	Water	Rivers	Flooding and Flood Management
Knowledge	- What are stores of water? - Movement of water between the stores – The Water Cycle - Characteristics of a river and tributaries - Rivers near Oxted and their uses	River landforms - Landforms in the Upper course - Landscapes in the Middle course - Landscapes in the Lower course	- What is flooding? - Flood Management - Case Study - Thames Tideway (Flood Management)
Skills **Geographical skills (A04)** **Geographical knowledge (A01)**	Core: **I can label a single diagram of the water cycle** **I can use photos to describe a river** **I can use geographical language to describe physical features of the landscape, e.g. the water cycle** **I can describe some similarities between a sink/basin and a river basin**	Core: **I can identify diagrams of simple river landforms** **I can describe some similarities and differences of different river landforms** **I can identify diagrams of river landforms** **I can label a diagram of river landforms**	Core: **I can check flood alert data to see which areas may flood** **I can recall very basic information about physical and human regions studied with basic comments about specific places (Thames Tideway).** **Extended:**

		I can describe some similarities between the water cycle and a wheel	Make a pictorial map of local rivers in Surrey, Kent and London	Using data and websites, I can detect why some areas flood and others don't
		I can describe two sources of water	I can use a photo to describe a river landform	I can recall very basic information about physical and human regions studied with valid comments about specific places (Thames Tideway.)
		Extended:		
		I can create a labelled diagram of the water cycle	**Extended:**	
		I can use a photo to describe the characteristics of a specific river	I can create a labelled diagram of river landforms and describe its landform	
		I can draw the long profile of a river from source to mouth	I can describe why there are similarities and differences in river formations, e.g. erosion and deposition	
		Can identify and describe a specific river in the local area, e.g. River Eden		
		Can interpret a location on a map to determine a reason an industry has been located there		
	Vocabulary	Core evaporation, condensation, precipitation, continuous, liquid, water vapour, tributary, watershed, source, mouth, channel, Extended: Transpiration, groundwater, percolation, surface runoff, confluence	Core: Upper course, Middle course, Lower course, landforms, diagram, river, similarities and differences, label, identify, describe, Upper course, V-shaped valley, interlocking spurs, waterfalls and rapids, steep gradients, middle course, meanders, ox-bow lakes, gentle gradients, braiding, deltas, estuary, flat land, Extended: Deposition, erosion	Core: sewer, sewage, River Thames, tunnel, waste, Victorian, spill into, tonnes, population, pollution, treated, timeline. Rainwater, Inner London, Pumping Station, Storm-water runoff, base flow, green spaces, Extended: Upgrade, ecosystem, habitats, aquatic life, green infrastructure

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YEAR GROUP/PATHWAY:			SUBJECT AREA: G*eography*
Autumn Term Year 9	**Physical Geography**		
	Natural Hazards		
	volcanoes	**Earthquakes**	**Tsunamis**
Knowledge	- Volcano types 2D and 3D representations of Volcanoes on maps - Case study – impact of volcanic eruption	- What causes an earthquake? - Measuring the intensity of an earthquake - The impact of an earthquake in MEDC compared to a LEDC- case study on Japan and Pakistan	- What is a Tsunami? - Measuring a Tsunami: open ocean buoys and coastal tidal gauges - Case study of the 2009 Indian ocean Tsunami – short term and long term - Impact of the 2004 Indian Ocean Tsunami - Predicting Tsunamis - Australia
Skills **Geographical skills A04**	**Core**: **Recognising and using topographical map representations of volcanoes to consider depth and shape of volcanoes** **Labelling a cross section of a volcano** **Locating volcanoes on GPS, i.e. Google Earth**	**Core:** **Making a map showing the distribution of earthquakes and volcanoes** **Matching the power of energy waves to outcomes, e.g. hanging objects may swing** **Extended:**	**Core:** **Creating a key to depict the danger to Australia of tsunamis** **Indicating on a world map where Tsunamis have occurred since 2000**

	Extended: **Making a topographical map to chart elevation of a specific volcano** Using a 2D map to create a 3D model of a volcano's elevation	**Interpreting the Magnitude scale of an earthquake** **I can make links between physical features on maps and interpret patterns, such as volcanoes near earthquakes**	**Extended:** **Interpreting a choropleth map of population density to infer locations which would be in maximum danger and why** **Comparing where Tsunamis have occurred since 1900 and since 2000 and inferring patterns.**
Vocabulary	**Core:** Eruption, dormant, active, extinct, Earth's Crust, magma (chamber), ash cloud, lava, shield volcano, stratovolcano, **Extended:** Elevation, contours, topographical	**Core:** Moment Magnitude Scale, MEDC, LEDC, impact **Extended:** intensity	**Core:** To measure, tsunami **Extended:** Choropleth, population density, coastal gauge

YEAR GROUP/PATHWAY:		SUBJECT AREA: G*eography*
Spring Term Year 9	**Physical Geography**	
	Population and Migration	

	World population	**Voluntary Migration**	**Forced Migrations**
Knowledge	- Where do most people live: Population distribution and density - Where do most people live in Britain: British population distribution and density - Reasons for world population growth	- Types of migration – voluntary migrations - Why do people want to migrate? Push and pull factors - Case Study – Polish migration into Britain	- Types of migration – involuntary migrations - Causes of forced migrations - Internal and external migration - Case study – Haitian earthquake

	• A comparison of population structure in two locations of the world			
Skills **Geographical knowledge (A01)** **Geographical understanding (A02)**	**Core**: **Can produce a series of factual questions on population and prepare matching answers, using IT.** **I can describe at least one difference between the population in LEDCs and MEDCs** **I can recognise and begin to explain a reason for changes to the world population over time** **Extended**: **I can describe at least one similarity and difference between the population in LEDCs and MEDCs** **I can recognise and explain a reason for changes to the world population over time**	**Core:** **I can describe migration and describe a group of people who migrated** **I can recognise and explain a reason for migration, including Polish migration to Britain** **Extended**: **I can describe a case study of a group of people who migrated** **I can give a reason for migration and explain it**	**Core:** **I can describe the difference between involuntary and voluntary migration** **I can give a reason for internal and external migration and explain it** **Extended**: **I can describe three types of migration** **I can make a prediction about how migration may change in the future** **I can explain several reasons why people migrate**
Vocabulary	**Core:** MEDC, LEDC, population, distribution, growth **Extended:** density	**Core:** Permanent, emigrate, immigration, region, abroad, voluntary, rural, urban, push & pull factors, famine, 'brain drain', shortages, racism, flee **Extended:**	**Core:** Humans, natural causes, fear, refugee, asylum-seeker, internally, resettlement **Extended:**

		Unemployment, asylum (seeker),	Involuntary, conflict-induced, disaster-induced, displaced, persecution

YEAR GROUP/PATHWAY:			SUBJECT AREA: G*eography*
summer Term Year 9	**Physical Geography**		
	**Ecosystems**		
	Polar Biomes	**Desert Biomes**	**Tropical Rainforest Biomes**
Knowledge	- What is a biome? - The two polar biomes - Climate of polar biomes - Vegetation and soil - The wildlife of polar biomes - Protecting the Polar Biome	- What causes deserts? - Types of desert biomes - Climate of desert biomes - Vegetation and soil in desert biomes - The wildlife of desert biomes - Protecting the desert biome	- What causes tropical rainforest biomes? - Types of rainforests: temperate and tropical biomes - Climate of rainforest biomes - Vegetation and soil in rainforest biomes - The wildlife of desert biomes - Protecting the rainforest biome

Skills **Geographical skills (A04)** **Geographical understanding (A02)**	**Core**: Interpreting a polar biome's climate and wildlife from photos of Polar biomes Create a map to show key exports and where they come from / go to I can recognise and begin to explain several reasons places change because of human and physical processes **Extended**: Interpreting a polar biome's climate, economic output and wildlife from photos of Polar biomes Create a map to show key imports and exports and where they come from / go to I can explain a sequence of events with comments about a number of physical and human processes I can describe how people have different opinions to the changes of environments	**Core**: Interpreting a desert biome's climate, economic output and wildlife from photos of desert biomes Create a map to show key imports and exports and where they come from / go to I can explain a sequence of events with comments about a number of physical and human processes I can describe one opinion people have to the changes of environments **Extended**: Identify features on both a large-scale map and on a vertical air photo of the same place Create an illustrated map to show species living in desert biomes I can explain a sequence of events with comments about a greater number of physical and human processes I can begin to explain how the different views of people have different effects on how environments are used and managed	**Core**: Identify features on both a large-scale map and on a vertical air photo of the same place Create an illustrated map to show species living in tropical rainforests Labelling human and physical features of photos of the rainforests of the world. I can explain a sequence of events with comments about a greater number of physical and human processes I can begin to explain how the different views of people have different effects on how environments are used and managed **Extended**: Sketch and label human and physical features of photos of the rainforests of the world. I can explain a link between people and their environments and how sustainability will affect the management of the area

Vocabulary	Core	Core:	Core:
	Biome, seasons, food chain, minerals, energy, Antarctic Treaty, penguins, polar bears, moss, algae, ice-caps, whales, seals, snowy owls, permanent, shallow lake, bog, cushion plants, fishing, tourism, extreme environments, governments, rainfall, bake	Sandy, gravelly, stony, hot, dry, semi-arid, coastal, cold, cactus plants, camels, population growth	Equator, temperature, Hot, moist, dense canopies, layers, giant trees, tropics, emergent layer, understory, canopy, forest floor, developers, government, orchids, hunter-gatherers, logging, mining
		Extended:	Extended:
	Extended:	Adaptations, precipitation, desertification	deforestation, indigenous
	Extract, claim ownership, annual, lichen, permafrost, adaptations, high latitude, biodiversity, organic, conservation, evaporation		