## **Geography**

## **Key Stage 3 Curriculum Overview**

|   |  |  |  | Year 7   |   |  |  |   |  |
|---|--|--|--|--|---|--|--|---|--|
| Autumn Term 1A  | Autumn T   | Term 1B S  | Spring Term 2A   | Spring   | Term 2B   | Summe  | r Term 3A  | Summer  | Term 3B  |
| Big question: Why is the<br>Geography of the UK impo  | nt? Big question:<br>our living wo<br>important?   | orld How<br>cha<br>pop   | g question: ow has the naracter of the pulation of the K changed?  | Big question: How create opportunit                                    | do world cities<br>ies and challenges?  | Big question: Why is weather and climate in the UK important?  |  | Africa create opportunities and challenges?   |  |
| Topics Domains knowled and skills   | · (  | Domains Top<br>(Core<br>knowledge<br>and skills)   | ppics Domain s (Core knowle dge and skills)  | Topics   | Domains (Core<br>knowledge and<br>skills)   | Topics   | Domains (Core<br>knowledge and<br>skills)  | Topics  | Domains<br>(Core<br>knowledge<br>and skills)   |
| What is Geography?     Introduction to the United Kingdom     Out and About in the UK     The UK in Europe     Mapping the Local Environment     Learning using OS maps     Grid references and measuring distance     Six-figure grid references     Relief     My Local Environment-OS maps     Choropleth Maps     Maps a fieldwo skills     Popula and urbani learning gy     Resour Resour learning gy     Cities an urban so learning and studies     Place studies     Place studies     Place     Place | of bamboo r sustaina ble resource where does my breakfast come from?  • How far has my food travell ed? • Ecosyst ems-who is eating who? | resources Population and urbanisation Environmen tal geographies Biodiversity and managemen t Resources Key concepts Resource managemen t Global economic developmen t issues Leisure, tourism and sport | A Maps and diverse countr skills Population and urbanisati on Managem ent The Globalisati impact on Sof Key migrati on Cities and Living in Leicest er Regional studies ring Place rural studies areas Location, Skills space and Focus: Popula tion and | settlement? Unstoppable urban growth. Patterns of urban population and | <ul> <li>Maps and fieldwork skills</li> <li>Natural resources</li> <li>Water and coasts</li> <li>Population and urbanisation</li> <li>Environmental geographies</li> <li>Globalisation</li> <li>Resources</li> <li>Key concepts</li> <li>Resource management</li> <li>Global economic development issues</li> <li>Cities and urban society</li> <li>Power and networks</li> <li>Development</li> <li>Regional studies</li> <li>Place studies</li> </ul> | <ul> <li>Recording the weather</li> <li>Forecasting the Weather</li> <li>Why is the weather so changeable?</li> <li>Why is the weather so changeable? II</li> <li>Rain What makes it rain?</li> <li>Urban Microclimates</li> <li>The Urban Heat Island</li> <li>Extreme Weather in the UK</li> <li>The story of Glenridding</li> <li>Climate Atlas Maps</li> <li>Climate Graphs</li> </ul> | <ul> <li>Maps and fieldwork skills</li> <li>Natural resources</li> <li>Water and coasts</li> <li>Population and urbanisation</li> <li>Environmental geographies</li> <li>Geomorphology</li> <li>Resources</li> <li>Key concepts</li> <li>Resource management</li> <li>Global economic development issues</li> <li>Cities and urban society</li> <li>Regional studies</li> <li>Place studies</li> <li>Location</li> </ul> | What is Africa like?     Different landscap es in Africa     Africa Africa     African populati ons     The Sahara     Challeng es of the Sahara     Nigeriaa country of contrasts     Local people in Nigeria     Opportu nities | Maps and fieldwork skills     Natural resources     Population and urbanisation     Environmental geographies     Biodiversity and management     Globalisation     Geomorphology     Resources  Key concepts     Resource |

| • Human                            | • The                     | Extreme           | pyrami | physical            | <ul> <li>Space</li> </ul>              | <ul> <li>Place</li> </ul>          | challeng | <ul> <li>Global</li> </ul>     |
|------------------------------------|---------------------------|-------------------|--------|---------------------|--|------------------------------------|----------|--------------------------------|
| processes                          | Medite                    | environmen        | ds     | processes           | <ul> <li>Place</li> </ul>              | <ul><li>Human</li></ul>            | es in    | economic                       |
| <ul><li>Physical</li></ul>         | rranea                    | ts                |        | Culture             | <ul> <li>Human processes</li> </ul>    | processes                          | Nigeria  | development                    |
| processes                          | n                         | Developmen        |        | and                 | <ul> <li>Physical processes</li> </ul> | <ul> <li>Physical</li> </ul>       | • Cross- | issues                         |
| <ul> <li>Culture and</li> </ul>    | biome                     | t                 |        | diversity           | <ul> <li>Interdependence</li> </ul>    | processes                          | sections | <ul> <li>Cities and</li> </ul> |
| diversity                          | <ul><li>Plants</li></ul>  | Regional          |        | Key Skills:         | Environmental                          | <ul> <li>Interdependenc</li> </ul> |          | urban                          |
| Key Skills:                        | and                       | studies           |        | Use and             | interaction and                        | e                                  |          | society                        |
| Cartographic                       | animal                    | Place             |        | interpret           | sustainable                            | <ul> <li>Environmental</li> </ul>  |          | <ul><li>Food and</li></ul>     |
| Skills - Atlas                     | s living                  | studies           |        | line charts<br>Make | development                            | interaction and                    |          | health                         |
| maps                               | in the                    | Location<br>Space |        | predictions         | Culture and                            | sustainable                        |          | • Leisure,                     |
| Cartographic                       | Medite                    | Place             |        | and                 | diversity                              | development                        |          | tourism and                    |
| Skills - Ordnance                  | rranea                    | Human             |        | identify            | Key Skills:                            | Key Skills:                        |          | sport                          |
| Survey maps                        |                           | processes         |        | trends              | Cartographic Skills -                  | Cartographic Skills -              |          | • Extreme                      |
| Cartographic                       | n<br>hiomo                | Physical          |        | Use and             | Atlas maps                             | Atlas maps, isoline                |          | environment                    |
| Skills - Maps in                   | biome                     | processes         |        | interpret           | Cartographic Skills -                  | maps, choropleth                   |          | S                              |
| association with                   | Coral                     | Interdepend       |        | choropleth          | Ordnance Survey                        | maps                               |          | • Power and                    |
| photographs                        | reefs                     | ence              |        | maps                | maps                                   | Cartographic Skills -              |          | networks                       |
| Cartographic                       | <ul> <li>Coral</li> </ul> | Environmen        |        | Use and             | Cartographic Skills -                  | Ordnance Survey                    |          | Developm                       |
| Skills – 4 and 6                   | reefs                     | tal               |        | interpret           | Maps in association                    | maps                               |          | ent                            |
| figure grid                        | under                     | interaction       |        | pie charts          | with photographs                       | Cartographic Skills -              |          | <ul> <li>Regional</li> </ul>   |
| references                         | threat                    | and               |        | Use,                | Graphical skills- Use,                 | Maps in association                |          | studies                        |
| Cartographic<br>Skills – Scale and | • The                     | sustainable       |        | interpret           | interpret and                          | with photographs                   |          | • Place                        |
| compass                            | manag                     | developmen        |        | and                 | complete line charts;                  | Graphical skills                   |          | studies                        |
| direction                          | ement                     | t                 |        | complete            | Complete bar charts                    | Numerical skills                   |          | • Location                     |
| Cartographic                       | of                        | Culture and       |        | bar charts          | Numerical skills                       | Statistical skills                 |          |                                |
| Skills - Relief                    | coral                     | diversity         |        | Use and             | Statistical skills                     | Use of qualitative                 |          | • Space                        |
| Graphical skills-                  | reefs                     | Key Skills:       |        | interpret           | Use of qualitative and                 | and quantitative                   |          | • Place                        |
| Use interpret                      |                           | Use and           |        | numerical           | quantitative data                      | data                               |          | • Human                        |
| and complete                       |                           | interpret         |        | data                | Formulate enquiry                      | Formulate enquiry and argument     |          | processes                      |
| bar charts                         |                           | numerical         |        | including           | and argument                           | Annotate and label                 |          | <ul><li>Physical</li></ul>     |
| Numerical skills                   |                           | data              |        | % and %             | Label ground photos;                   | maps                               |          | processes                      |
| Statistical skills                 |                           | including %       |        | increase.           | Use and interpret                      | Use and interpret                  |          | • Interdepe                    |
| Use of                             |                           | Use,              |        | Use and             | aerial, ground and                     | ground photos                      |          | ndence                         |
| qualitative and                    |                           | interpret         |        | interpret           | satellite photos                       | Collect and                        |          | • Environme                    |
| quantitative                       |                           | and               |        | aerial,             | Draw sketches from                     | interpret fieldwork                |          | ntal                           |
| data                               |                           | complete          |        | ground              | photos; Label and<br>annotate sketches | data                               |          | interaction                    |
| Formulate                          |                           | pie charts        |        | and<br>satellite    | Use interpret and                      | Use and interpret                  |          | and                            |
| enquiry and                        |                           | Use Tally         |        | photos              | complete choropleth                    | atlas and choropleth               |          | sustainable                    |
| argument                           |                           | charts            |        | Use and             | maps and                               | maps                               |          | development                    |
|                                    |                           | Climate           |        | interpret           | proportional symbols                   | Use and understand                 |          | • Culture                      |
|                                    |                           | graph             |        | OS and              | proportional symbols                   | numerical data                     |          | and diversity                  |
|                                    |                           | interpretatio     |        | atlas maps          |  | Use, interpret and                 |          |                                |
|                                    |                           | •                 |        | Complete            |  | complete pie charts                |          | Key Skills:                    |
|                                    |                           | n                 |        | sketch              |  | and divided bar                    |          | <ul> <li>Use atlas</li> </ul>  |
|                                    |                           |                   |        | maps                |  | charts                             |          | maps                           |
|                                    |                           |                   |        |                     |  |                                    |          |                                |

|   | Map interpretatio n Atlas maps Use and interpret satellite and ground photos | Use, interpret and complete population pyramids       |   | Use, interpret and complete line charts Complete map cross sections Use, interpret and complete climate graphs Use and understand numerical data including mean | Use and interpret political and physical maps     Use and interpret ground photos and satellite photos     Use and understand % increase     Use and interpret climate graphs     Complete sketch maps     Complete climate graphs     Use and interpret climate diagraphs     Use and interpret climate graphs     Complete climate graphs     Use and interpret line charts and bar charts     Collect and interpret fieldwork data     Label and annotate diagrams     Complete pictograms |
|---|--|---|---|---|---|
| Prior Domains: knowledge of UK;   | Prior Domains: Prior   | Prior Domains:  | Prior Domains: Knowledge of UK cities   | Prior Domains: knowledge of UK;   |   |
| knowledge of UK population;<br>knowledge of countries and<br>cities; basic knowledge of human | knowledge of habitats;<br>prior knowledge of<br>human processes,             | Knowledge of the UK form Topic 1 'Introduction to the | and population; basic atlas map skills,<br>basic graphical skills; basic numerical<br>skills. | knowledge of UK population; basic atlas map skills, basic graphical skills; basic numerical skills.   | knowledge of world<br>cities; prior knowledge   |

| and physical landscapes; very      | knowledge of physical   | UK'. Undestanding   |  | of human processes,       |
|------------------------------------|-------------------------|---------------------|--|---------------------------|
| basic atlas map skills, very basic | landscapes; knowledge   | of physical and     |  | knowledge of physical     |
| graphical skills; basic numerical  | of weather and climate  | humand geography.   |  | landscapes; knowledge     |
| skills.                            | including climate       | Ability to plot and |  | of weather and climate    |
|                                    | graphs; knowledge of    | predict data using  |  | including climate graphs; |
|                                    | The Living World; basic | graphs.             |  | knowledge of The Living   |
|                                    | numerical skills; basic |                     |  | World; basic numerical    |
|                                    | graphical skills        |                     |  | skills; basic graphical   |
|                                    |                         |                     |  | skills                    |
|                                    |                         |                     |  |                           |

|   |   |   |   |  | Year 8  |   |  |  |   |  |  |
|---|---|---|---|--|---|---|--|--|---|--|--|
| Autı  | umn Term 1A   | Autumr  | Term 1B   | Spring   | Term 2A   | Spring  | Term 2B  | Summe  | r Term 3A   | Summer   | Term 3B  |
| Big question  | : How does  | Big question: W   | hy is our world   | Big questio  | n: How is the   | Big question: How   |  | Big question: How  |   | Big question: How are  |  |
| employment  | t and recreation  | unequal and ho  | w do we respond   | UK respond   | ling to   | does our physical   |  | important are physical   |   | we affected by global  |  |
| create oppo   | rtunities and   | to these inequa   | lities?   | important challenges   |   | world affect us?  |  | landscapes in the UK?  |   | issues and how can   |  |
| challenges in   | n the UK?   | -   |   | facing socie   | ety today?  |   |  | ·  |   | we respond to them?  |  |
| Topics  | Domains (Core   | Topics  | Domains (Core   | Topics   | Domains   | Topics  | Domains  | Topics   | Domains   | Topics   | Domains  |
| •   | knowledge and   |   | knowledge and   |  | (Core   | •   | (Core  | ·  | (Core   |  | (Core  |
|   | skills)   |   | skills)   |  | knowledge   |   | knowledg   |  | knowledge   |  | knowledg   |
|   | ,   |   |   |  | and skills)   |   | e and  |  | and skills)   |  | e and  |
|   |   |   |   |  | ,   |   | skills)  |  | ,   |  | skills)  |
| employmen t structures in UK Growth of Tourism Communica tion revolution Changing transport         | geographies  Management Globalisation Resources Key concepts Leisure, tourism and sport Power and networks Development Place studies Location   | Development  Measuring development  Reasons for unequal development  Consequences of unequal development - Migration  Food  | <ul> <li>Natural resources</li> <li>Population</li> <li>Environmental geographies</li> <li>Management</li> <li>Globalisation</li> <li>Resources</li> <li>Key concepts</li> <li>Resource management</li> </ul>   | and homeless ness in UK • Water supply and demand in UK • Waste and  | fieldwork skills Natural resources Population and urbanisation Environmenta I geographies Resources Key concepts Resource   | extremes Underwate r world Earthquak es Volcanoes Global weather and weather Comparing maps | fieldwork skills Natural resources Environm ental geographi es Geomorph ology Resource s             | landscape? • The importanc e of landscapes - The Lake District. • How does the weather affect UK landscapes  | fieldwork skills Natural resources Water and coasts Population and urbanisatio n Environmen tal                               | Oceans Climate Change Sustainable tourism wilderness areas under threat Geography of conflict zones Antarctica | fieldwork skills Natural resources Population and urbanisati on Environme ntal geographie s  |
| in UK  Leisure and recreation  Globalisation - sport  Decision making exercise - Heathrow expansion | <ul> <li>Space</li> <li>Place</li> <li>Human processes</li> <li>Interdependence</li> <li>Environmental interaction and sustainable development</li> <li>Culture and diversity Key Skills:</li> <li>Use and interpret ground and satellite photos</li> <li>Complete and annotate divided bar charts</li> </ul> | Insecurity  Undernutrition  n and  Overnutrition  Consequences  of unequal  development  Healthcare  Comparing  India and  Japan  Global  trading  issues -  Trade Game | <ul> <li>Global economic development issues</li> <li>Food and health</li> <li>Development</li> <li>Place studies - India and Japan</li> <li>Location</li> <li>Human processes</li> <li>Physical processes</li> <li>Interdependence</li> <li>Environmental interaction and sustainable development</li> <li>Key Skills:</li> </ul> | disposal of UK waste • Causes and impacts of air pollution and solutions to traffic congestio n in UK • UK Energy supply and | management  Cities and urban society  Food and health  Extreme environments  Power and networks  Development  Regional studies  Place studies  Location  Place  Human processes |   | Key concepts  Resourc e managem ent  Extreme environm ents  Location Space Place Physical processe s | <ul> <li>The River Drainage Basin.</li> <li>Landforms of River Erosion.</li> <li>Landforms of River Erosion and Deposition</li> <li>The Flooding Problem.</li> <li>Waves at Work.</li> </ul> | geographie s  Geomorphol ogy Resources Key concepts Resource manageme nt  Extreme environme nts Developme nt Regional studies |  | Resources Key concepts Resource manageme nt Cities and urban society Food and health Extreme environme nts Power and networks Developme nt |

| Understand a    | nd use • Fairtrade an | • Use, interpret            | alternativ | • Environmenta                   | • Interde                    | • Headlands                   | • Place                       | Regional          |
|-----------------|-----------------------|-----------------------------|------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|-------------------|
| numerical dat   | a production o        | and complete                | e sources  | l interaction                    | pendenc                      | and Bays.                     | studies                       | studies           |
| including % ch  | nange chocolate       | diagrams, bar               | of energy  | and                              | e                            | <ul> <li>Longshore</li> </ul> | <ul> <li>Location</li> </ul>  | Place             |
| • Use and inter | pret • Use of         | charts and                  | • Geograph | sustainable                      | <ul> <li>Environm</li> </ul> | Drift.                        | <ul> <li>Space</li> </ul>     | studies           |
| atlas maps      | Scatter               | pictograms                  | ical       | development                      | ental                        | • Coastal                     | • Place                       | Location          |
| Complete bar    | charts graphs to      | Use numerical               | Informati  |                                  | interacti                    | Manageme                      | Human                         | Place             |
| • Use, interpre | = :                   | data - calculate            | on         | Key Skills:                      | on                           | nt DME.                       | processes                     | Human             |
| complete pie    |                       | mean and median             | Systems    |                                  | Key Skills:                  |                               | <ul><li>Physical</li></ul>    | processes         |
| Describe from   | · ·                   | Label atlas maps            | ,          | • Use,                           | Cartographi                  |                               | processes                     | Environme<br>ntal |
| photographs     |                       | Complete sketch             |            | interpret and                    | c Skills -                   |                               | <ul> <li>Interdepe</li> </ul> | interactio        |
| • Use, interpre | t and                 | maps                        |            | complete                         | Atlas maps;                  |                               | ndence                        | n and             |
| complete atla   | s,                    | • Use and                   |            | diagrams                         | Use,<br>interpret            |                               | <ul> <li>Environme</li> </ul> | sustainabl        |
| sketch and do   | ot maps               | interpret atlas             |            | • Use,                           | and                          |                               | ntal                          | e                 |
| Collect and in  | terpret               | maps and                    |            | interpret and                    | complete                     |                               | interactio                    | developme         |
| fieldwork dat   | a                     | cartoons                    |            | complete line                    | physical                     |                               | n and                         | nt                |
| • Use and inter | pret                  | Understand and              |            | charts                           | maps and                     |                               | sustainabl                    | Key Skills:       |
| atlas and OS    | maps                  | use numerical               |            | <ul> <li>Use and</li> </ul>      | diagrams                     |                               | e                             | Use,              |
|                 |                       | data including %            |            | understand                       | Cartographi                  |                               | developme                     | interpret         |
|                 |                       | Complete bar                |            | numerical                        | c Skills -                   |                               | nt<br>Key Skills:             | and               |
|                 |                       | charts or divided           |            | data including                   | Ordnance                     |                               | Cartographic                  | complete          |
|                 |                       | bar charts                  |            | % increase                       | Survey                       |                               | Skills - Atlas                | diagrams<br>Use,  |
|                 |                       | <ul> <li>Use and</li> </ul> |            | <ul> <li>Complete pie</li> </ul> | maps                         |                               | maps; Use,                    | interpret         |
|                 |                       | interpret flow              |            | charts                           | Cartographi<br>c Skills -    |                               | interpret and                 | and               |
|                 |                       | maps                        |            | • Use,                           | Draw                         |                               | complete                      | complete          |
|                 |                       | <ul> <li>Use and</li> </ul> |            | interpret and                    | sketches                     |                               | physical maps                 | line charts       |
|                 |                       | interpret ground            |            | compare                          | from                         |                               | and diagrams                  | Use and           |
|                 |                       | photos                      |            | choropleth                       | photos;                      |                               | Cartographic                  | understan         |
|                 |                       | Complete pie                |            | maps                             | Complete                     |                               | Skills -<br>Ordnance          | d                 |
|                 |                       | charts                      |            | <ul> <li>Use and</li> </ul>      | sketch                       |                               |                               | numerical         |
|                 |                       | Collect and                 |            | interpret OS                     | maps                         |                               | Survey maps Cartographic      | data<br>including |
|                 |                       | interpret                   |            | maps                             | Cartographi                  |                               | Skills - Draw                 | % increase        |
|                 |                       | fieldwork data              |            | <ul> <li>Use and</li> </ul>      | c Skills -                   |                               | sketches                      | Complete          |
|                 |                       | Use and                     |            | interpret                        | Maps in association          |                               | from photos;                  | pie charts        |
|                 |                       | interpret and               |            | ground                           | with                         |                               | Complete                      | Use,              |
|                 |                       | complete scatter            |            | photos                           | photograph                   |                               | sketch maps                   | interpret         |
|                 |                       | graphs                      |            | <ul> <li>Use and</li> </ul>      | s: Use and                   |                               | Cartographic                  | and               |
|                 |                       | Draw and                    |            | interpret                        | interpret                    |                               | Skills - Maps                 | compare           |
|                 |                       | interpret lines of          |            | diagrams                         | atlas maps                   |                               | in association                | choropleth        |
|                 |                       | best fit                    |            | • Use and                        | and ground                   |                               | with                          | maps              |
|                 |                       | • Identifying               |            | interpret bar                    | photos; Use                  |                               | photographs;<br>Use and       | Use and           |
|                 |                       | trends                      |            | charts                           | and                          |                               | interpret                     | interpret         |
|                 |                       |                             |            | Collect and                      | interpret                    |                               | atlas maps                    | OS maps           |
|                 |                       |                             |            | interpret                        | ground,                      |                               | and maps                      |                   |

|  | <br> |                              |              |                |             |
|--|------|------------------------------|--------------|----------------|-------------|
|  |      | fieldwork                    | aerial and   | and ground     | Use and     |
|  |      | data                         | satellite    | photos; Use    | interpret   |
|  |      | <ul> <li>Use and</li> </ul>  | photos       | and interpret  | ground      |
|  |      | interpret                    | Graphical    | ground, aerial | photos      |
|  |      | political maps               | skills-      | and satellite  | Use and     |
|  |      | • Use and                    | Complete     | photos         | interpret   |
|  |      | interpret and                | bar and line | Graphical      | diagrams    |
|  |      | •                            | charts       | skills-        | Use and     |
|  |      | complete line                | Numerical    | Complete bar   | interpret   |
|  |      | charts                       | skills-      | and line       | bar charts  |
|  |      | <ul> <li>Use and</li> </ul>  | Understand   | charts         | Collect     |
|  |      | interpret and                | and use      | Numerical      | and         |
|  |      | complete pie                 | numerical    | skills-        | interpret   |
|  |      | charts                       | data         | Understand     | fieldwork   |
|  |      | <ul> <li>Identify</li> </ul> | Statistical  | and use        | data        |
|  |      | trends using                 | skills-      | numerical      | Use and     |
|  |      | numerical                    | Complete     | data           | interpret   |
|  |      | data                         | histograms   | Statistical    | political   |
|  |      | • Use GIS                    | Use of       | skills-        | maps        |
|  |      |                              | qualitative  | Complete       | Use and     |
|  |      | • Use and                    | and          | histograms     | interpret   |
|  |      | interpret OS                 | quantitative | Use of         | and         |
|  |      | Maps                         | data         | qualitative    | complete    |
|  |      |                              | Formulate    | and            | line charts |
|  |      |                              | enquiry and  | quantitative   | Use and     |
|  |      |                              | argument     | data           | interpret   |
|  |      |                              | Describe     | Formulate      | and         |
|  |      |                              | landscape    | enquiry and    | complete    |
|  |      |                              | and land use | argument       | pie charts  |
|  |      |                              | from photos  | Describe       | p           |
|  |      |                              | Label and    | landscape and  |             |
|  |      |                              | annotate     | land use from  |             |
|  |      |                              | photos       | photos         |             |
|  |      |                              | Collect and  | Label and      |             |
|  |      |                              | interpret    | annotate       |             |
|  |      |                              | fieldwork    | photos         |             |
|  |      |                              | data         | Collect and    |             |
|  |      |                              | Use,         | interpret      |             |
|  |      |                              | interpret    | fieldwork      |             |
|  |      |                              | and          | data           |             |
|  |      |                              | complete     | Use,           |             |
|  |      |                              | diagrams     | interpret and  |             |
|  |      |                              | alagranis    | complete       |             |
|  |      |                              |              |                |             |
|  |      |                              |              | diagrams       |             |
|  |      |                              |              |                |             |

| Prior Domains: knowledge of UK;           | Prior Domains: knowledge of               | Prior Domains: knowledge       | Prior Domains:          | Prior Domains:            | Prior Domains:           |
|---|---|--------------------------------|-------------------------|---------------------------|--------------------------|
| knowledge of UK population; basic         | continents and oceans; basic atlas        | of UK; basic map skills, basic | knowledge of            | Knowledge of the UK;      | knowledge of continents  |
| atlas map skills, basic graphical skills; | map skills, basic graphical skills; basic | graphical skills; basic        | continents and oceans;  | Atlas map skills; climate | and oceans; basic atlas  |
| basic numerical skills.                   | numerical skills.                         | numerical skills.              | basic atlas map skills, | graph skills Knowledge of | map skills, basic        |
|   |   |                                | basic graphical skills; | relief; knowledge of the  | graphical skills; basic  |
|   |   |                                | basic numerical skills. | water cycle and rainfall; | numerical skills.        |
|   |   |                                | Knowledge of basic      | basic understading of     | Knowledge of content     |
|   |   |                                | geological processes    | opportunities and         | challenges and           |
|   |   |                                |                         | challenges in the UK      | opportunities in UK unit |

|                                |                         |                            |                       | Year 9                            |   |                                      |              |                     |                      |                           |  |
|--------------------------------|-------------------------|----------------------------|-----------------------|-----------------------------------|---|--------------------------------------|--------------|---------------------|----------------------|---------------------------|--|
| Autum                          | nn Term 1A              | Autumn Term 1              | B Spring              | g Term 2A                         | Spring                                    | Term 2B                              | Summer       | Term 3A             | Summe                | r Term 3B                 |  |
| Big question: How              | has urban change in     | Big question: Hov          | Big question:         | Why and how                       | Big question: Hov                         | w and why should                     | Big question | on: To              | Big Questi           | on: How are               |  |
| Birmingham create              | d opportunities and     | has urban change           | in should we pro      | should we protect the             |   | we protect cold environments?        |              | what extent are     |                      | resources distributed     |  |
| challenges?                    |                         | Rio de Janeiro             | rainforests?          | rainforests?                      |   |                                      |              | humans the cause of |                      | globally and in the UK,   |  |
| _                              |                         | created                    |                       |                                   |   |                                      |              | lution to           | and how c            | an we                     |  |
|                                |                         | opportunities and          |                       |                                   |   |                                      | climate ch   | ange?               | ensure foo           | d security is             |  |
|                                |                         | challenges?                |                       |                                   |   |                                      |              | J                   | sustainabl           | e?                        |  |
| Topics                         | Domains (Core           | Topics Dom                 | ain Topics            | Domains                           | Topics                                    | Domains (Core                        | Topics       | Domain              | Topics               | Domains                   |  |
| •                              | knowledge and           | s (Co                      | re                    | (Core                             |   | knowledge and                        | ,            | s (Core             | •                    | (Core                     |  |
|                                | skills)                 | knov                       |                       | knowledge                         |   | skills)                              |              | knowle              |                      | knowledg                  |  |
|                                | JKIII3)                 | dge                        |                       | and skills)                       |   | JKIII3)                              |              | dge and             |                      | e and                     |  |
|                                |                         | _                          |                       | anu skiiisj                       |   |                                      |              | _                   |                      |                           |  |
|                                |                         | skills                     |                       |                                   |   |                                      |              | skills)             |                      | skills)                   |  |
| Urban change in                | Maps and fieldwork      | An Maps a field was        |                       | <ul> <li>Natural</li> </ul>       | Characteristic                            | <ul> <li>Natural</li> </ul>          | What         | Maps and            | The global           | Natural                   |  |
| the UK                         | skills                  | increa fieldwo             | ecosystem? • Nutrient | resources                         | s of cold<br>environments                 | resources                            | is the       | fieldwork<br>skills | distributio<br>n of  | resources<br>Globalisatio |  |
| Introducing                    | Natural resources       | Jiligiy                    |                       | Water and .                       | Climate of                                | Water and .                          | eviden       | Volcanoe            | resources            | n                         |  |
| Birmingham                     | Population and          | urban                      | • Change in an        | coasts                            | cold                                      | coasts                               | ce for       | s and               | Provision            | Resources                 |  |
| Impact of                      | urbanisation            | world                      |                       | Population                        | environments                              | Population                           | climat       | Earthqua            | of food in           | Key                       |  |
| migration                      | Environmental           | • Ine n                    | • World               | and<br>urbanisation               | Adaptation in                             | and<br>urbanisation                  | е            | ke                  | the UK               | concepts                  |  |
| • Social                       | geographies             | emerg Environ              |                       |                                   | cold                                      |                                      | chang        | Natural             | Provision            | Resource                  |  |
| opportunities in               | Globalisation           | ence                       | • Environment         | - Liivii Oliiliciita              | environments                              | Environmental     geographics        | e?           | resources           | of water in          | managem                   |  |
| Birmingham                     | Vov. concents           | of geogra                  | phie al               | l geographies  Biodiversity       | Animal                                    | geographies                          | What         | Water               | the UK               | ent                       |  |
| • Economic                     | Key concepts            | mega <sub>S</sub>          | characteristi         | and                               | adaptations in                            | <ul> <li>Biodiversity and</li> </ul> | are the      | and                 | Provision            | Global                    |  |
| opportunities in               | Resource     management | cities Global              | cs of tropical        | management                        | cold                                      | management                           | natura       | coasts              | of energy            | economic                  |  |
| Birmingham                     | Global economic         | • Introd on                | rainforests           | Globalisation                     | environments                              | Globalisation                        |              | Populatio<br>n and  | in the UK<br>Global  | developm<br>ent issues    |  |
| <ul> <li>Integrated</li> </ul> | development issues      | ucing Resour               | • Structure or        | Geomorpholo                       | <ul> <li>Opportunities<br/>for</li> </ul> | Geomorpholo                          | causes       | urbanisat           | food                 | Food and                  |  |
| Transport                      | Cities and urban        | 1110 40                    | tropical              | gy                                | development                               | gy                                   | -            | ion                 | supply               | health                    |  |
| systems in                     | society                 | Posour                     | Talliforests          | Resources                         | in Svalbard                               | Resources                            | climat<br>e  | Environm            | Impact of            | Developme                 |  |
| Birmingham                     | Food and health         | manag                      | anu                   | ricoources                        | Life in                                   | resources                            | -            | ental               | food                 | nt                        |  |
| Urban Greening                 | Leisure, tourism and    | • Social Int               | • Animal              | Key concepts                      | Longyearbyen                              | Key concepts                         | chang<br>e?  | geograph            | insecurity           | Human                     |  |
| in Birmingham                  | sport                   | challe Global              | adaptation            | ney concepts                      | Challenges to                             |                                      | What         | ies                 | Increasing           | processes                 |  |
| Environmental                  | Power and networks      | nges<br>in Rio             | nic to tropical       | Resource                          | development                               | • Resource                           | • what       | Globalisa           | food                 | Key Skills:               |  |
| challenges in                  | Development             | develo                     | I I all li Ul Ests    | management                        | in Svalbard                               | management                           | human        | tion                | supply               | Use and                   |  |
| Birmingham                     | Regional studies        | • Econo nt issue           | - Cilillate Oi        | Global                            | Svalbard-                                 | Global economic                      | causes       | Geomorp             | The Indus            | interpret                 |  |
| Creating a clean               | Place studies           | mic Cities a               | tropical              | economic                          | Opportunity                               | development                          | of           | hology              | Basin                | thematic                  |  |
| environment in                 | Location                | nges society               | rainforests           | development                       | or challenge?                             | issues                               | climat       | Resource<br>s       | Irrigation<br>System | maps<br>Use and           |  |
| Birmingham                     | Space                   | in Rio Develo              | causes of             | issues                            | • Cold                                    | Extreme                              | e            | 3                   | Sustainabl           | interpret                 |  |
| Social inequality              |                         |                            | delolestatio          | <ul> <li>Regional</li> </ul>      | environments                              | environments                         | chang        | Key                 | e food               | pie charts                |  |
| in Birmingham                  | • Place                 | 1 mpio                     | n in the              | studies                           | and climate                               | <ul> <li>Development</li> </ul>      | e?           | concepts            | production           | Use and                   |  |
| Regeneration in                | Human processes         | ving Humar<br>Rio's proces | Amazon                | <ul> <li>Place studies</li> </ul> | change                                    | <ul> <li>Regional studies</li> </ul> | C:           |                     |                      | interpret                 |  |
| Birmingham                     | Interdependence         | NIO S                      |                       |                                   |   | <ul> <li>Place studies</li> </ul>    |              |                     |                      | line charts               |  |

| Planning for   | Environmental                             | enviro Culture          | • Impact of                     | <ul> <li>Location</li> </ul>  | Why are cold                   | Location                        | <ul> <li>Manag</li> </ul> | Resource                 | Use and             |
|----------------|---|-------------------------|---------------------------------|-------------------------------|--------------------------------|---------------------------------|---------------------------|--------------------------|---------------------|
| urban          | interaction and                           | nmen and                | deforestatio                    | <ul> <li>Space</li> </ul>     | environments                   | Space                           | ing the                   | managem                  | understan           |
| sustainability | sustainable                               | t diversity             | n in the                        | Place                         | under threat?                  | Place                           | impact                    | ent                      | d                   |
| Sustainable    | development                               | Mana Key Skills:        | Amazon                          | Human                         | <ul> <li>Managing</li> </ul>   | Human                           | s of                      | Global                   | numerical           |
| traffic        | <ul> <li>Culture and diversity</li> </ul> | ging Use and            | Value of                        | processes                     | cold                           | processes                       | climat                    | economic                 | data                |
| management     | Key Skills:                               | the                     | tropical                        | ·                             | environments                   | •                               | e                         | developm                 | including           |
| strategies     | Use and interpret                         | growt                   | rainforests                     | Physical                      | <ul> <li>Our Planet</li> </ul> | Physical                        | chang                     | ent issues               | % increase          |
| strategies     | ground and aerial                         | h of                    | <ul> <li>Sustainable</li> </ul> | processes                     | Cold                           | processes                       | e                         | Cities and               | and                 |
|                | photographs                               | uata                    | management                      | Interdepende                  | environments                   | Interdependenc                  | e                         | urban                    | percentag           |
|                | <ul> <li>Use and interpret</li> </ul>     | squatt                  | of tropical                     | nce                           |                                | е                               |                           | society                  | e                   |
|                | OS Maps                                   | evidence                | rainforests                     | Environmenta                  |                                | Environmental                   |                           | Extreme                  | Use and             |
|                | · ·                                       | settle from             |                                 | l interaction                 |                                | interaction and                 |                           | environme                | interpret           |
|                | Use and interpret                         | ment ground             |                                 | and                           |                                | sustainable                     |                           | nts                      | atlas maps          |
|                | bar charts                                | Planni and aerial       |                                 | sustainable                   |                                | development                     |                           | Power and                | Use and             |
|                | Use and interpret                         | ng for photos           |                                 | development                   |                                | <ul> <li>Culture and</li> </ul> |                           | networks                 | interpret           |
|                | line charts                               | Rio's Use and           |                                 | Culture and                   |                                | diversity                       |                           | Developm                 | choropleth          |
|                | Use and understand                        | urban interpret         |                                 | diversity                     |                                |                                 |                           | ent                      | maps                |
|                | numerical data                            | poor line charts        |                                 |                               |                                | Key Skills:                     |                           | Regional                 | Use and             |
|                | <ul> <li>Use and interpret</li> </ul>     | Use and                 |                                 | Key Skills:                   |                                | Cartographic Skills -           |                           | studies                  | interpret           |
|                | pie charts                                | interpret<br>bar charts |                                 | Cartographic Skills           |                                | Atlas maps, Physical            |                           | Place<br>studies         | compound bar charts |
|                | Label and annotate                        | Use and                 |                                 | - Atlas maps                  |                                | Maps Cartographic Skills -      |                           | Location                 | Use,                |
|                | photos                                    | interpret               |                                 | Cartographic Skills - Maps in |                                | Ordnance Survey                 |                           | Space                    | interpret           |
|                | Use and interpret                         | thematic                |                                 | association with              |                                | maps                            |                           | Place                    | and                 |
|                | atlas maps                                | maps                    |                                 | photographs                   |                                | Cartographic Skills -           |                           | Human                    | complete            |
|                | ·   | Complete                |                                 | Graphical skills-             |                                | Maps in association             |                           | processes                | desire line         |
|                |   | choropleth              |                                 | Interpreting,                 |                                | with photographs                |                           | Physical                 | map                 |
|                |   | map                     |                                 | using and                     |                                | Graphical skills-               |                           | processes                | Use and             |
|                |   | Use and                 |                                 | completing                    |                                | Use, interpret and              |                           | Interdepe                | interpret           |
|                |   | interpret               |                                 | climate graphs                |                                | complete climate                |                           | ndence                   | fieldwork           |
|                |   | atlas maps              |                                 | Graphical Skills-             |                                | graphs.                         |                           | Environme                | data                |
|                |   | Use and                 |                                 | Use and interpret             |                                | Numerical skills-               |                           | ntal                     |                     |
|                |   | interpret               |                                 | pie charts; Use               |                                | Use and interpret               |                           | interaction              |                     |
|                |   | pie charts              |                                 | and interpret bar             |                                | numerical data                  |                           | and                      |                     |
|                |   | Use and                 |                                 | charts; Use and               |                                | including range,                |                           | sustainabl               |                     |
|                |   | interpret               |                                 | interpret line                |                                | mean, median,                   |                           | е                        |                     |
|                |   | atlas maps              |                                 | charts; Use and               |                                | mode                            |                           | developm                 |                     |
|                |   | Use and                 |                                 | interpret line                |                                | Statistical skills              |                           | ent                      |                     |
|                |   | interpret               |                                 | charts                        |                                | Use of qualitative              |                           | Culture                  |                     |
|                |   | satellite               |                                 | Numerical skills              |                                | and quantitative                |                           | and                      |                     |
|                |   | photograp               |                                 | Statistical skills            |                                | data                            |                           | diversity                |                     |
|                |   | hs                      |                                 | Use of qualitative            |                                | Formulate enquiry               |                           | Key Skills:              |                     |
|                |   |                         |                                 | and quantitative              |                                | and argument                    |                           | Use and                  |                     |
|                |   |                         |                                 | data                          |                                | Use and interpret               |                           | interpret<br>line charts |                     |
|                |   |                         |                                 | Formulate                     |                                | ground aerial and satellite     |                           | inte criarts             |                     |
|                |   |                         |                                 | enquiry and                   |                                |                                 |                           |                          |                     |
|                |   |                         |                                 | argument                      |                                | photographs                     |                           |                          |                     |

|  |   | Use and understand numerical data Label maps and diagrams Use and interpret ground, aerial and satellite photos Use and interpret numerical data including range Use and interpret physical maps  | Sketches from photographs and Mental maps   | Use and interpret pie charts Use and interpret ground, aerial and satellite photograp hs Use, interpret and complete scatter graphs Use, interpret and complete scatter graphs Use, interpret and complete scatter graphs Use, interpret and complete and complete proportion al symbols |  |
|--|---|---|---|--|--|
| Prior Domains: Local knowledge, maps skills, knowledge of the UK, knowledge of the UK population, opportunities and challenges of people in the local area | Prior Domains: Knowledge of World Cities (Y7), Our Unequal World (Y8) and World Issues (Y8) | Prior Domains: knowledge of ecosystems and food chains; basic atlas skills; knowledge of adaptation; weather and climate (including climate graph skills); basic graph skills, basic numerical skills; basic understanding of resource management | Prior Domains: knowledge of ecosystems; basic atlas skills; knowledge of adaptation; weather and climate (including climate graph skills); basic graph skills, basic numerical skills; basic understanding of resource management | Prior Domains: knowledge of world cities; knowledge of population; basic knowledge of the impact of climate; knowledge of world isssues; basic atlas map skills, basic graphical skills; basic numerical skills.   | Prior Domains: KS3 Our Unequal World (Yr 8)+ World Issues (Yr 8) |

## **Key Stage 4 Curriculum Overview**

|  |   |   | Year 10  |   |  |  |   |   |   |
|--|---|---|--|---|--|--|---|---|---|
| Autumn Term 1A   | Autumn Term 1   | 1B Spring   | Term 2A  | Spring  | Term 2B  | Summ   | er Term 3A  | Summer 1  | Term 3B   |
| Big question: Why are some countries more developed than others and how can we reduce the development gap?   | Big question: Why is Nigeria (a important and what are the o and challenges of its economic development?  | opportunities tectonic hazards  | nat challenges do<br>present and how<br>them?  | weather hazard  | nment in the UK  |  | n: How has the<br>my changed over   | TOPIC TITLE: G<br>Applications-<br>Skills and Field<br>How does the<br>Carding Mill V<br>as it travels do   | Enquiry<br>dwork<br>river at<br>'alley change   |
| Topics Domains of  | Topics Domain   | nins of Topics  | Domains of   | Topics  | Domains of   | Topics   | Domains of  | Topics  | Domains   |
| Our unequal world. Development indicators. The Demographic Transition Model. Changing population structures. Physical, economic and historical causes of uneven development. Uneven development linked to wealth and health; migration. How investment and industrial development can influence development gap with aid; intermediate    Maps skills     Natural resources     Population     Environmen tal geographies     Manageme nt     Globalisatio n     Resources     Key concepts     Resource managemen     t issues     Food and health     Migration     Developmen     t issues     Food and health     Migration     Developme nt     Slobal     Environmen     Coloral geographies     Manageme nt     Migration     Developme nt     Slobal     Coloral geographies     Manageme nt     Coloral geographies     Manageme nt     Coloral geographies     Manageme nt     Migration     Developme nt     Slobal geographies     Manageme nt     Coloral geographies     Managemen nt     Coloral geographies     Co | Nigeria. Political, social, cultural and environmental aspects of Nigeria. Nigeria's relationship with the wider world. How is Nigeria's economy changing? The impacts of TNCs in Nigeria. The impacts of international aid in Nigeria. Environmental impacts of economic development in Nigeria. How has economic development affected quality of life for people in Nigeria?  • Nature Popula in Popula in Nature Popula in | ps skills tural resources collation vironmental ographies nagement cibalisation cironcepts cources nagement cibal economic virolopment cibal economic hazards. Reducing the ris from tectonic hazards. Reducing the ris from tectonic hazards. Reducing the ris from tectonic hazards. | Maps skills     Natural resources     Population     Environme ntal geographie s     Manageme nt     Globalisatio n     Resources Key concepts     Resource manageme | Global atmospheric circulation. Where and how are tropical storms formed? The structure and features of tropical storms. Hurricane Katrina, causes, effects and responses. Reducing the effects of tropical storms. Weather hazards in the UK. Flooding event in the UK. Extreme weather in the UK. | knowledge  Maps skills  Natural resources  Population  Environment al geographies  Management  Globalisation  Resources  Key concepts  Resource management  Global economic development issues  Food and health  Migration  Development  Place studies  USA  Location  Human processes  Physical processes  Interdepende | How and why has the UK economy changed in recent years? The developm ent of the UK's post-industrial economy. UK science and business parks. Environm ental impacts of industry. Changing rural landscape s in the UK. Changing transport infrastruct ure — roads, railways, | knowledge  Maps skills  Natural resources  Population  Environmental geographies  Management  Globalisation  Resources  Key concepts  Resource management  Global economic development issues  Food and health  Migration  Development  Place studies – UK  Location  Human processes  Physical processes  Interdependen ce | An introduction to fieldwork and fieldwork techniques Understanding fieldwork risk and writing risk assessmen ts. Creating and undertaking suitable human and physical fieldwork methodologies. | of knowledge Presenting fieldwork data. Reporting and interpretin g fieldwork data. Writing sensible conclusion s to fieldwork studies. Evaluating fieldwork methods, results and conclusion s. |

| trade;        | a Lacation                      | a Use interpret   | a Landina         | . For the contract              | norts and           | A. For decomposited     |  |
|---------------|---------------------------------|---|-------------------|---------------------------------|---------------------|-------------------------|--|
| microfinance; | Location                        | Use, interpret  | Location          | Environment                     | ports and airports. | Environmental           |  |
| debt relief;  | Human                           | and complete  | Human             | al interaction                  | The north-          | interaction and         |  |
| tourism (case | processes                       | diagrams, bar   | processes         | and<br>sustainable              | south               | sustainable             |  |
| study).       | Physical                        | charts, scatter   | Physical          | development                     | divide.             | development Key Skills: |  |
| study).       | processes                       | graphs and  | processes         | Key Skills:                     | The UK in           | Use, interpret          |  |
|               | <ul> <li>Interdepend</li> </ul> | pictograms  | Interdepen        | • Use, interpret                | the wider           |                         |  |
|               | ence                            | Latitude and  | dence             | and complete                    | world -             | and complete            |  |
|               | Environmen                      | longitude   | Environme         | •                               | trade,              | diagrams, bar           |  |
|               | tal                             | Scale and   | ntal              | diagrams, bar                   | culture,            | charts, scatter         |  |
|               | interaction                     | distance  | interaction       | charts,                         | transport           | graphs and              |  |
|               | and                             | Use numerical   | and               | scatter                         | and                 | pictograms              |  |
|               | sustainable                     | data – calculate  | sustainable       | graphs and                      | electronic          | Latitude and            |  |
|               | developmen                      | central   | developme         | pictograms                      | communic            | longitude               |  |
|               | T<br>Vov. Ckiller               | tendencies.   | nt<br>Kov Skiller | Latitude and                    | ation.              | Scale and               |  |
|               | Key Skills:                     | Label atlas maps  | Key Skills:       | longitude                       | The UK's            | distance                |  |
|               | • Use,                          | Complete sketch   | • Use,            | <ul> <li>Scale and</li> </ul>   | political           | Use numerical           |  |
|               | interpret                       | maps  | interpret         | distance                        | links with          | data –                  |  |
|               | and                             | Use and interpret   | and               | • Use                           | the EU              | calculate               |  |
|               | complete                        | atlas maps and  | complete          | numerical                       | and the             | central                 |  |
|               | diagrams,                       | cartoons  | diagrams,         | data –                          | Common              | tendencies.             |  |
|               | bar charts,                     | Understand and  | bar charts,       | calculate                       | wealth.             | Label atlas             |  |
|               | scatter                         | use numerical   | scatter           | central                         |                     | maps                    |  |
|               | graphs and                      | data including %  | graphs and        | tendencies.                     |                     | Complete                |  |
|               | pictograms                      |   | pictograms        | <ul> <li>Label atlas</li> </ul> |                     | sketch maps             |  |
|               | Latitude and                    | Complete bar     About an divided described and divided described and divided described and des | Latitude          | maps                            |                     | Use and                 |  |
|               | longitude                       | charts or divided   | and               | <ul> <li>Complete</li> </ul>    |                     | interpret atlas         |  |
|               | Scale and                       | bar charts  | longitude         | sketch maps                     |                     | maps and                |  |
|               | distance                        | Use and interpret   | Scale and         | Use and                         |                     | cartoons                |  |
|               | • Use                           | flow maps   | distance          | interpret                       |                     | Understand              |  |
|               | numerical                       | Use and interpret   | • Use             | atlas maps                      |                     | and use                 |  |
|               | data –                          | ground photos   | numerical         | and cartoons                    |                     | numerical data          |  |
|               | calculate                       | Complete pie  | data –            | Understand                      |                     | including %             |  |
|               | central                         | charts  | calculate         | and use                         |                     | Complete bar            |  |
|               | tendencies.                     | Collect and   | central           | numerical                       |                     | charts or               |  |
|               | Label atlas                     | interpret   | tendencies.       | data                            |                     | divided bar             |  |
|               | maps                            | fieldwork data  | Label atlas       | including %                     |                     | charts                  |  |
|               | Complete                        | Use and interpret   | maps              | Complete bar                    |                     | Use and                 |  |
|               | sketch maps                     | and complete  | Complete          | charts or                       |                     |                         |  |
|               | Use and                         | scatter graphs  | sketch            | divided bar                     |                     | interpret flow          |  |
|               | interpret                       | Draw and  | maps              | charts                          |                     | maps                    |  |
|               | atlas maps                      | interpret lines of  | Use and           |                                 |                     | • Use and               |  |
|               | and                             | best fit  | interpret         | Use and     interpret flow      |                     | interpret               |  |
|               | cartoons                        | Identifying trends  | atlas maps        | interpret flow                  |                     | ground photos           |  |
|               | 52555                           |   | 23.33             | maps                            |                     |                         |  |

| and use numerical data including %   |                | Understand     |                   | Assessment,    |                | and          |                       | Use and        |            | Complete pie  |              |    |
|--|----------------|----------------|-------------------|----------------|----------------|--------------|-----------------------|----------------|------------|---------------|--------------|----|
| numerical data including %   Complete bar charts or divided bar charts   Use and interpret flow maps   Use and interpret ground photos   Use a |                |                |                   |                |                |              |                       |                |            |               |              |    |
| data including % Complete bor charts or divided bor charts  • Use and interpret flow maps • Use and interpret ground photos  • Complete ground photos  • Complete flow maps • Use and interpret flow maps • Use and interpret ground photos  • Complete ground photos  • Complete ground photos  • Use and interpret flow maps • Use and interpret ground photos  • Complete photos  • Use and interpret ground photos  • Complete photos  • Compl |                |                |                   |                |                |              |                       | •              |            |               |              |    |
| Including % Complete bor charts or divided bar charts or divided b |                |                |                   | justification. |                |              |                       |                |            |               |              |    |
| Complete bar charts or divided bar charts or divided bar charts or divided bar charts or divided bar charts      Use and interpret flow maps      Use and interpret flow maps      Use and interpret ground photos     photos      Complete      |                |                |                   |                |                |              |                       |                |            | •             |              |    |
| bar charts or divided bar charts  • Use and interpret flow maps  • Use and interpret ground photos  • Complete pie charts  • Ochect and interpret fledwork data  • Use and interpret ground photos  • Complete pie charts  • Ochect and interpret fledwork data  • Use and interpret ground photos  • Complete pie charts  • Collect and interpret fledwork data  • Use and interpret ground photos  • Complete pie charts  • Collect and interpret fledwork data  • Use and interpret graphs  • Collect and interpret fledwork data  • Use and interpret graphs  • Collect and interpret fledwork data  • Use and interpret fledwo |                |                |                   |                |                |              |                       |                |            |               |              |    |
| or divided bar charts  Use and interpret flow maps  Use and interpret ground photos  Complete ground photos  Complete ground photos  Collect and interpret fledwork data  Use and interpret ground photos  Collect and interpret fledwork data  Use and graphs  Use and graphs  Use and interpret ground photos  Complete pic charts  Use and interpret fledwork data  Use and graphs  Use and |                | •              |                   |                |                |              |                       |                |            |               |              |    |
| bar charts  Use and interpret flow maps  Use and interpret ground interpret ground photos  Complete pic charts  Collect and interpret fleidwork data  Use and interpret ground photos  Complete pic charts  Collect and interpret fleidwork data  Use and interpret ground photos  Complete pic charts  Collect and interpret fleidwork data  Use and interpret flow maps  Collect and interpret fleidwork data  Use and interpret flow maps  Use and interpret flow maps  Complete pic charts  Collect and interpret fleidwork data  Use and interpret fleidwork data  Use and interpret and to complete scatter ground photos  Use and interpret fleidwork data  Use and interpret and to complete scatter graphs  Use and interpret and to complete scatter graphs  Use and interpret fleidwork data  Use and interpret and to complete scatter graphs  Use and interpret and interpret and to complete scatter graphs  Use and interpret and   |                |                |                   |                |                |              |                       |                |            |               |              |    |
| Use and interpret flow maps Use and interpret ground photos Complete pic charts Collect and interpret fleldwork data Use and interpret ground photos Use and ground photos Complete pic charts Use and ground interpret innes of best flit dentifying trends Use and ground interpret ground photos interpret pic charts Collect and interpret fleldwork data Use and ground interpret expectation and interpret pic charts Use and interpret fleldwork data Use and interpret and interpret expectation and interpret expectation and interpret and interpret expectation expectation and interpret expectation expectation and interpret expectation expectation and interpret expectation expectation expectation and interpret expectation expectation expectation expectation and interpret expectation expectation expectation and interpret expectation expectation expectation expectation expectation and interpret expectation and interpret expectation expect  |                |                |                   |                |                | -            |                       |                |            |               |              |    |
| interpret flow maps  Use and interpret ground interpret ground photos  Complete pic charts  Collect and interpret fleidwork data  Use and interpret ground photos  Tierpret fleidwork data  Use and interpret graphs  Tierpret fleidwork data  Use and interpret graphs  Use and interpret have been described fit interpret flow maps ground photos flits of best flit interpret fleidwork data  Use and interpret and graphs  Draw and interpret and graphs  Draw and interpret fleidwork exalter graphs  Draw and interpret fleidwork evaluation and justification.  Draw and interpret fleidwork evaluation and fleid fleidwork exalter graphs  Draw and interpret fleidwork evaluation and fleid fleidwork evaluation and fleidwork evaluation fleidwork evaluation fleidwork evaluation fleidwork evaluation fleidwork eva |                |                |                   |                |                |              |                       |                |            |               |              |    |
| flow maps  Use and interpret ground photos  Complete ple charts Collect and interpret fieldwork data Use and interpret and complete scatter ground photos  Use and interpret ground photos Complete ple charts Collect and interpret fieldwork data Use and interpret and complete scatter ground photos lines of best fit trends Use and interpret and interpret ground photos lines of best fit glowork data Use and interpret and interpret fieldwork data Use and interpret and interpret ground photos lines of best fit trends Use and interpret and interpret ground photos lines of best fit glowork data Use and interpret and interpret and interpret and interpret lines of best fit graphs Draw and interpret lines of best fit lines of lines o |                |                |                   |                |                |              |                       |                |            |               |              |    |
| Use and interpret flow maps ground photos Complete pie charts Collect and interpret flelwork data Use and interpret flelwork data Use and interpret flelwork data Complete pie charts Collect and interpret flelwork data Use and interpret flelwork data Complete scatter ground interpret interpret flelwork data Use and interpret flelwork data Complete scatter ground ground interpret interpret flelwork data Use and interpret and complete scatter graphs Draw and interpret lines of best fit Use and interpret interpret and complete scatter graphs Draw and interpret lines of best fit Use data Draw and interpret lines of best fit Use data Draw and interpret lines of best fit Use data Draw and interpret lines of best fit Use data Draw and interpret lines of best fit Use dentifying trends Assessment, evaluation and justification. Prior Domains:  Prior Domains:  |                |                |                   |                |                |              |                       |                |            |               |              |    |
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| ground photos  Complete pie charts  Collect and interpret fleidwork data  Use and interpret and interpret and interpret fleidwork data  Use and interpret and complete graphs  Draw and interpret and complete graphs  Draw and interpret fleidwork data  Use and interpret and data  Use and interpret and graphs  Draw and graphs  Interpret and graphs  Draw and g |                |                |                   |                |                |              |                       |                |            | · -           |              |    |
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| Complete pie charts Collect and interpret fieldwork data Use and complete scatter graphs Draw and interpret lines of best fit  Interpret and sessment, fieldwork data  Use and interpret interpret and sessment, fieldwork data Complete scatter graphs Draw and interpret lines of best fit  Identifying trends  Interpret and sessment, fieldwork data Use and justification.  Interpret sessment, fieldwork data  Use and justification.  Interpret file work interpret evaluation and justification.  Interpret file work interpret interpret evaluation and justification.  Interpret file work interpret file work evaluation and justification.  Interpret file work interpret evaluation and justification.  Interpret file dentifying trends  Interpret evaluation and justification.  Interpret file dentifying trends  Interpret evaluation and justification.  Interpret file dentifying trends  Interpret evaluation and justification.  Interpret file dentifying trends  Interpret file  |                |                |                   |                |                |              |                       |                |            |               |              |    |
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| Collect and interpret fieldwork data Use and interpret and complete scatter graphs Drivar Domains:  Prior Dom  |                | · ·            |                   |                |                |              |                       | · ·            |            | justification |              |    |
| interpret fieldwork data  Use and interpret and complete scatter graphs Draw and interpret lines of best fit lentifying trends Assessment, evaluation and justification.  Prior Domains:  Prio |                | *              |                   |                |                | · ·          |                       |                |            |               |              |    |
| fieldwork data  Use and interpret fieldwork data  Use and interpret and complete scatter graphs  Draw and interpret lines of best fit  Identifying trends  Assessment, evaluation and interpret lines of best fit  Identifying trends  Assessment, evaluation and justification.  Prior Domains:   |                |                |                   |                |                |              |                       |                |            |               |              |    |
| data  • Use and interpret and complete scatter graphs  • Draw and interpret lines of best fit eldentifying trends  • Assessment, evaluation and justification.  Prior Domains:  Prior Domains: |                | •              |                   |                |                | · ·          |                       |                |            |               |              |    |
| Use and interpret and complete scatter graphs     Draw and interpret lines of best fit ldentifying trends     Assessment, evaluation and justification.  Prior Domains:        |                |                |                   |                |                |              |                       |                |            |               |              |    |
| interpret and complete scatter graphs • Draw and interpret lines of best fit • Identifying trends • Assessment, evaluation and justification.  Prior Domains:  |                |                |                   |                |                |              |                       |                |            |               |              |    |
| and complete scatter graphs Draw and interpret and complete scatter graphs Draw and interpret lines of best fit Identifying trends Assessment, evaluation and justification.  Prior Domains: Prior Domain |                |                |                   |                |                |              |                       |                |            |               |              |    |
| complete scatter graphs  • Draw and interpret lines of best fit  • Identifying trends  • Assessment, evaluation and justification.  Prior Domains:  Prior Domains:    Draw and interpret lines of best fit    Prior Domains:   Prio |                |                |                   |                |                |              |                       |                |            |               |              |    |
| scatter graphs  • Draw and interpret lines of best fit  • Identifying trends  • Assessment, evaluation and justification.  Prior Domains:  |                |                |                   |                |                |              |                       | justification. |            |               |              |    |
| graphs  Draw and interpret lines of best fit lines of Learning trends  Assessment, evaluation and justification.  Prior Domains:   |                | ·              |                   |                |                |              |                       |                |            |               |              |    |
| Prior Domains:     Prior Domains:     Prior Domains:     Scatter graphs     Scatter graphs     Draw and interpret graphs     Draw and interpret lines of best fit     Identifying trends     Assessment, evaluation and justification  Prior Domains:     Prior      |                |                |                   |                |                |              |                       |                |            |               |              |    |
| interpret lines of best fit lidentifying trends Assessment, evaluation and justification.  Prior Domains:  Pri |                |                |                   |                |                | · ·          |                       |                |            |               |              |    |
| lines of best fit  Identifying trends  Assessment, evaluation and justification.  Prior Domains:   |                |                |                   |                |                |              |                       |                |            |               |              |    |
| fit  Identifying trends  Assessment, evaluation and justification.  Prior Domains:   |                | •              |                   |                |                |              |                       |                |            |               |              |    |
| • Identifying trends • Assessment, evaluation and justification.  Prior Domains:   |                |                |                   |                |                |              |                       |                |            |               |              |    |
| trends Assessment, evaluation and justification.  Prior Domains:  Prior Domains:  best fit le Identifying trends Assessment , evaluation and justification  Prior Domains:   |                |                |                   |                |                |              |                       |                |            |               |              |    |
| Assessment, evaluation and justification.  Prior Domains:  |                |                |                   |                |                |              |                       |                |            |               |              |    |
| evaluation and justification.  Prior Domains:  |                |                |                   |                |                |              |                       |                |            |               |              |    |
| and justification.  Prior Domains:   |                |                |                   |                |                |              |                       |                |            |               |              |    |
| justification.    Prior Domains:   Prior |                |                |                   |                |                |              |                       |                |            |               |              |    |
| Prior Domains: Prior  |                |                |                   |                |                |              |                       |                |            |               |              |    |
| Prior Domains: Prior  |                | jastilication. |                   |                |                |              |                       |                |            |               |              |    |
| Prior Domains: Prior  |                |                |                   |                |                |              |                       |                |            |               |              |    |
|  |                |                |                   |                |                | jastineation |                       |                |            |               |              |    |
|  | Prior Domains: |                | Prior Domains:    |                | Prior Domains: |              | <b>Prior Domains:</b> |                | Prior Doma | ains:         | Prior Domain | s: |
| mioritoupo of fillesi  |                |                | Knowledge of NEEs |                |                |              |                       |                |            |               |              |    |

General understanding of the geography of development. Knowledge of the differences between HICs, LICs and NEEs. Examples of a HIC, LIC and NEE.

Basic understanding of development indicators.
A working definition of AID and an example of AID.
A working definition of Fair Trade and an example of a Fair Trade product.
A basic understanding of industry sectors and industrial development.
Definitions of Standard of Living and Quality of Life.
A basic understanding of the

multiplier effect.

Understanding of a range of development indicators including HDI. A working definition of TNCs and the ability to give an example of some TNCs.

An understanding of industry sectors and industrial development.

A basic understanding of the environmental issues that arise from industrial development.

An understanding of AID projects that can be used to AID development.

An understanding of the links between Standard of Living, Quality of Life and industrial development.

A good understanding of the multiplier

effect.

A working definition of earthquakes, volcanoes and tsunamis.

Knowledge of differences

Knowledge of differences between LICs and HICs.
An understanding of the words cause, effect and response.
A basic understanding of how countries at different levels of development may be equipped to deal with natural hazards.
A basic understanding of hazard risk.

A working definition of climate change, the greenhouse effect and global warming.
A good understanding of the how natural hazards have

how natural hazards have causes, effects and responses. An understanding of how countries at different levels of development may be equipped to deal with natural hazards.

An understanding of hazard risk.

An understanding of how countries can reduce hazard risk.

A basic understanding of extreme weather in the UK.

Knowledge of primary, secondary, tertiary and quarternary sectors of employment.
Examples of jobs in primary, secondary, tertiary and quarternary sectors of employment.
An understanding of The Industrial Revolution in the UK.

A basic understanding of how the UK's employment structure has changed; deindustrialisation and the post industrial economy. An understanding of development inequalities; not specific to the UK. Knowledge of development indicators. Knowledge of transport development and evolution. Knowledge of strategies that can be used to reduce the development gap more generally; these will need to be applied to the

Quality of life and wealth and health.

An understanding of the UK's links with the wider world and how this has been made possible with techinological and transport improvements (globalisation).

A clear understanding of the links between Standards of Living,

UK.

Knowledge of river landforms and processes. Knowledge of the economic opportunities and environmental challenges of tourism. An understanding of the tourism industry in the UK. An understanding of **Ordnance Survey** maps. An understanding of bar charts.

|                               |   |                                |   |                       | Year 11                                  |                        |                         |                       |                       |
|-------------------------------|---|--------------------------------|---|-----------------------|--|------------------------|-------------------------|-----------------------|-----------------------|
| Autumn                        | Term 1A   | Autumr                         | n Term 1B                                       | Sprin                 | g Term 2A                                | Spring                 | Term 2B                 | Summer Term 3A        | Summer Term 3B        |
| Big question: Ho              | w do rivers   | Big Question: How do physical  |   | TOPIC TITLE: Revision |  | TOPIC TITLE:           |                         | TOPIC TITLE: External | TOPIC TITLE: External |
| shape the landscape of the UK |   | and human processes affect     |   |                       |  | Geographical           |                         | Examinations          | Examination           |
| and how can the               | and how can they be managed?                        |                                | coastal landscapes in the UK?                   |                       | I  |                        | s – Issue               |                       |                       |
| , , , , , , , , ,             |   |                                |   |                       |  | Evaluation Preparation |                         |                       |                       |
|                               | Domains of  | Topics                         | Domains of                                      | Topics                | Domains of                               |                        | Domains                 |                       |                       |
|                               | knowledge (See                                      | Wave types and                 | knowledge (See                                  | What is the           | knowledge                                |                        | (Core                   |                       |                       |
|                               | SoL for lesson                                      | their                          | SoL for lesson                                  | evidence of           | <ul> <li>Maps skills</li> </ul>          |                        | knowledge               |                       |                       |
|                               | knowledge   | characteristics.               | knowledge                                       | climate               | Natural                                  |                        | and skills)             |                       |                       |
|                               | domains)  | Weathering and                 | domains)  | change?               | resources                                |                        | Core                    |                       |                       |
|                               | <ul> <li>Maps skills</li> </ul>                     | mass movement.                 | <ul> <li>Maps skills</li> </ul>                 | The natural           | <ul> <li>Population</li> </ul>           |                        | knowledge               |                       |                       |
|                               | <ul><li>Natural</li></ul>                           | Coastal marine process erosion | Natural   | and human causes of   | <ul> <li>Environmental</li> </ul>        |                        | and skills will<br>vary |                       |                       |
|                               | resources   | and                            | resources                                       | climate               | geographies                              |                        | depending on            |                       |                       |
|                               | <ul> <li>Population</li> </ul>                      | transportation.                | <ul> <li>Population</li> </ul>                  | change.               | <ul> <li>Management</li> </ul>           |                        | the pre-                |                       |                       |
|                               | Environmental                                       | Marine                         | Environmental                                   | Managing the          | <ul> <li>Globalisation</li> </ul>        |                        | release self-           |                       |                       |
|                               | geographies   | processes-                     | geographies                                     | impacts of            | <ul> <li>Resources</li> </ul>            |                        | evaluation              |                       |                       |
|                               | Management  | deposition and                 | Management                                      | climate               | Key concepts                             |                        | material.               |                       |                       |
|                               | <ul> <li>Globalisation</li> </ul>                   | longshore drift.               | Globalisation                                   | change                | <ul> <li>Resource</li> </ul>             |                        | Please see all          |                       |                       |
|                               | • Resources   | Erosional                      | • Resources                                     | through               | management                               |                        | domains from            |                       |                       |
|                               | Key concepts  | landforms                      | Key concepts                                    | adaptation            | <ul> <li>Global economic</li> </ul>      |                        | Years 7-11.             |                       |                       |
|                               | Resource  | headlands and                  | Resource  | and mitigation.       | development                              |                        |                         |                       |                       |
|                               | management  | bays.<br>Erosional             | management                                      | minigation.           | issues                                   |                        |                         |                       |                       |
|                               | <ul> <li>Global economic<br/>development</li> </ul> | landforms cliffs               | <ul> <li>Global economic development</li> </ul> |                       | Food and health                          |                        |                         |                       |                       |
|                               | issues  | and wave cut                   | issues  |                       | Migration                                |                        |                         |                       |                       |
|                               | <ul> <li>Food and health</li> </ul>                 | platforms.                     | Food and health                                 |                       | <ul> <li>Development</li> </ul>          |                        |                         |                       |                       |
|                               | Migration   | Erosional                      | Migration                                       |                       | Place studies –                          |                        |                         |                       |                       |
|                               | Development   | landforms caves,               | Development                                     |                       | UK.                                      |                        |                         |                       |                       |
|                               | Place studies –                                     | arches and                     | Place studies –                                 |                       | • Location                               |                        |                         |                       |                       |
|                               | UK  | stacks. Depositional           | UK  |                       | • Human                                  |                        |                         |                       |                       |
|                               | Location  | landforms -                    | • Location                                      |                       | processes                                |                        |                         |                       |                       |
|                               | Human   | beaches, sand                  | Human   |                       | <ul><li>Physical<br/>processes</li></ul> |                        |                         |                       |                       |
|                               | processes   | dunes, spits and               | processes                                       |                       | <ul><li>Interdependence</li></ul>        |                        |                         |                       |                       |
|                               | <ul><li>Physical</li></ul>                          | bars.                          | Physical  |                       | Environmental                            |                        |                         |                       |                       |
|                               | processes   | Coastal                        | processes                                       |                       | interaction and                          |                        |                         |                       |                       |
|                               | <ul> <li>Interdependence</li> </ul>                 | landforms case                 | Interdependence                                 |                       | sustainable                              |                        |                         |                       |                       |
|                               | <ul> <li>Environmental</li> </ul>                   | study – Dorset.                | Environmental                                   |                       | development                              |                        |                         |                       |                       |
|                               | interaction and                                     | Coastal                        | interaction and                                 |                       | Key Skills:                              |                        |                         |                       |                       |
|                               | sustainable   | management –<br>hard           | sustainable                                     |                       | <ul> <li>Use, interpret</li> </ul>       |                        |                         |                       |                       |
|                               | development   | engineering, soft              | development                                     |                       | and complete                             |                        |                         |                       |                       |
|                               | Key Skills:   | 5.1.g55.111g/ 551t             | Key Skills:                                     |                       | diagrams, bar                            |                        |                         |                       |                       |

| <ul> <li>Use, interpret</li> </ul>   | engineering and | <ul> <li>Use, interpret</li> </ul> | charts, scatter                 |  |  |  |
|--------------------------------------|-----------------|------------------------------------|---------------------------------|--|--|--|
| and complete                         | managed         | and complete                       | graphs and                      |  |  |  |
| diagrams, bar                        | retreat.        | diagrams, bar                      | pictograms                      |  |  |  |
| charts, scatter                      | Coastal         | charts, scatter                    | Latitude and                    |  |  |  |
| graphs and                           | management at   | graphs and                         | longitude                       |  |  |  |
| pictograms                           | Lyme Regis.     | pictograms                         | Scale and                       |  |  |  |
| <ul> <li>Latitude and</li> </ul>     |                 | Latitude and                       | distance                        |  |  |  |
| longitude                            |                 | longitude                          | Use numerical                   |  |  |  |
| <ul> <li>Scale and</li> </ul>        |                 | Scale and                          | data – calculate                |  |  |  |
| distance                             |                 | distance                           | central                         |  |  |  |
| <ul> <li>Use numerical</li> </ul>    |                 | Use numerical                      | tendencies.                     |  |  |  |
| data – calculate                     |                 | data – calculate                   | Label atlas maps                |  |  |  |
| central                              |                 | central                            | Complete sketch                 |  |  |  |
| tendencies.                          |                 | tendencies.                        | maps                            |  |  |  |
| <ul> <li>Label atlas maps</li> </ul> |                 | Label atlas maps                   | Use and                         |  |  |  |
| Complete sketch                      |                 | Complete sketch                    | interpret atlas                 |  |  |  |
| maps                                 |                 | maps                               | maps and                        |  |  |  |
| Use and                              |                 | Use and                            | cartoons                        |  |  |  |
| interpret atlas                      |                 | interpret atlas                    | Understand and                  |  |  |  |
| maps and                             |                 | maps and                           | use numerical                   |  |  |  |
| cartoons                             |                 | cartoons                           | data including %                |  |  |  |
| <ul> <li>Understand and</li> </ul>   |                 | <ul> <li>Understand and</li> </ul> | Complete bar                    |  |  |  |
| use numerical                        |                 | use numerical                      | charts or divided               |  |  |  |
| data including %                     |                 | data including %                   | bar charts                      |  |  |  |
| <ul> <li>Complete bar</li> </ul>     |                 | <ul> <li>Complete bar</li> </ul>   | Use and                         |  |  |  |
| charts or divided                    |                 | charts or divided                  | interpret flow                  |  |  |  |
| bar charts                           |                 | bar charts                         | maps                            |  |  |  |
| <ul><li>Use and</li></ul>            |                 | <ul><li>Use and</li></ul>          | Use and                         |  |  |  |
| interpret flow                       |                 | interpret flow                     | interpret ground                |  |  |  |
| maps                                 |                 | maps                               | photos                          |  |  |  |
| <ul> <li>Use and</li> </ul>          |                 | <ul><li>Use and</li></ul>          | Complete pie                    |  |  |  |
| interpret ground                     |                 | interpret ground                   | charts                          |  |  |  |
| photos                               |                 | photos                             | <ul> <li>Collect and</li> </ul> |  |  |  |
| <ul> <li>Complete pie</li> </ul>     |                 | Complete pie                       | interpret                       |  |  |  |
| charts                               |                 | charts                             | fieldwork data                  |  |  |  |
| <ul> <li>Collect and</li> </ul>      |                 | <ul> <li>Collect and</li> </ul>    | Use and                         |  |  |  |
| interpret                            |                 | interpret                          | interpret and                   |  |  |  |
| fieldwork data                       |                 | fieldwork data                     | complete scatter                |  |  |  |
| <ul> <li>Use and</li> </ul>          |                 | Use and                            | graphs                          |  |  |  |
| interpret and                        |                 | interpret and                      | Draw and                        |  |  |  |
| complete scatter                     |                 | complete scatter                   | interpret lines of              |  |  |  |
| graphs                               |                 | graphs                             | best fit                        |  |  |  |

|                                  | <ul> <li>Draw and interpret lines of best fit</li> <li>Identifying trends</li> <li>Assessment, evaluation and justification.</li> </ul> |                                | <ul> <li>Draw and interpret lines of best fit</li> <li>Identifying trends</li> <li>Assessment, evaluation and justification.</li> </ul> |                                | Identifying trends     Assessment, evaluation and justification. |                       |      |
|----------------------------------|---|--------------------------------|---|--------------------------------|--|-----------------------|------|
| <b>Prior Domains:</b>            |   | Prior Domains:                 |   | Prior Domains:                 |  | Prior Doma            | ins: |
| An understandir                  | ng of physical  | An understanding of physical   |   |                                | nding of fossil  | Please see a          | •    |
| process of erosion               | on,   | process of erosion,            |   | fuels, carbon emissions and    |  | domains from Years 7- |      |
| transportation a                 | •   | transportation and deposition. |   | climate change.                |  | 11.                   |      |
| A basic understa                 | _   | A basic understanding of wave  |   | A basic understanding of how   |  |                       |      |
| landforms of ero                 | sion and  | length, amplitude and          |   | we can reduce the causes of    |  |                       |      |
| deposition.                      |   | frequency.                     |   | climate change (mitigation).   |  |                       |      |
| An understandir                  | ng of how the   | An understanding of how the    |   | An understanding of how        |  |                       |      |
| physical environ                 | physical environment can be   |                                | physical environment can be   |                                | countries at different levels of                                 |                       |      |
| managed.                         |   | managed.                       |   | development have different     |  |                       |      |
| Awareness of conflict between Aw |   | Awareness of conflict between  |   | challenges in terms of dealing |  |                       |      |
| different groups of people and d |   | different groups               | s of people and   | with natural hazards.          |  |                       |      |
| stakeholders.                    |   | stakeholders.                  |   |                                |  |                       |      |