

# GEOGRAPHY

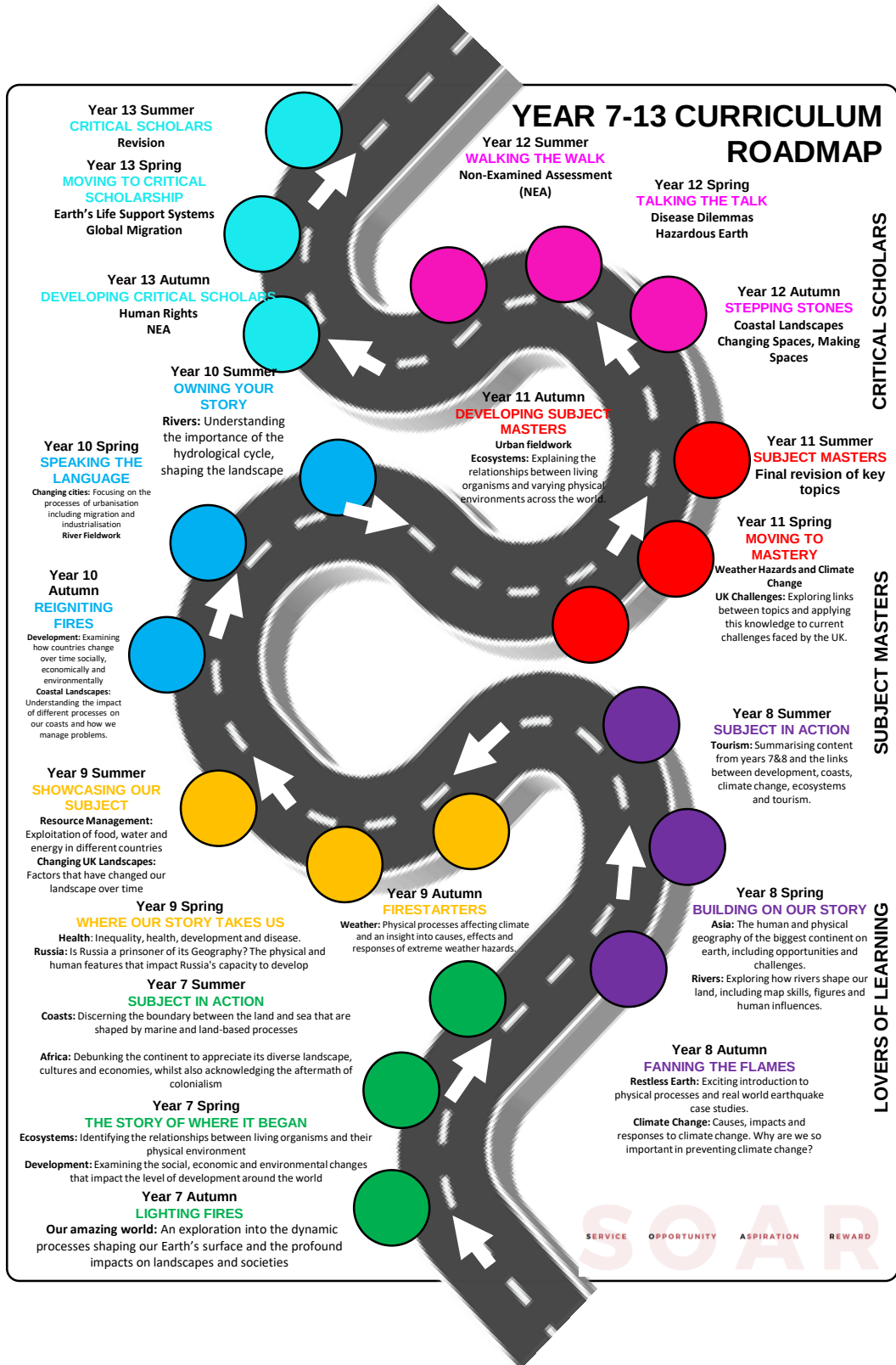


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**S** **O** **A** **R**

**SERVICE OPPORTUNITY ASPIRATION REWARD**

# Curriculum Roadmap



# Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

# Y7 Geography

## Geographical Investigation: Our Amazing World

What can we learn about the geography of the world through the lens of Hackney's population?

## Africa: Geography in Action: Horn of Africa

What does the Horn of Africa show about the relationship between human and physical geography?

## Coasts: What are the causes of changing coastlines

Identify the two different types of waves; describe the processes of erosion, transportation and deposition

## Development: Geography in Action

Case studies of Ethiopia, India and Singapore

## Development: Why does development happen?

Link to case studies in ecosystems; identifies and physical and human factors

## Development: What is development?

Identify the key features of development and patterns; describe how it is measured

## 'Our Amazing World': Human Geography in Action

Why is Freiburg so green? What are the differences between rural and urban China? Should Antarctica be developed for tourism and fishing?

## What is geography?

Identify the key features of physical and human geography and the location of continents and oceans

## Africa: How has human geography shaped Africa?

Population distribution, colonisation

## Africa: What is the physical Geography of Africa?

Ecosystems; altitude; climate

## Coasts: Geography in Action

Case studies in how people are affected by and how they can manage coastal processes

## Ecosystems: Geographical Investigation

Who killed Chico Mendez?

## Ecosystems: Geography in Action

Case studies of deciduous forest and the Amazon; physical (adaptations); human (challenges, opportunities & management)

## Ecosystems: What are ecosystems?

Identify the key features of ecosystems and describe how they work

## 'Our Amazing World': Human and Physical Geography meet

Why does the Middle East have issues with water?

## 'Our Amazing World': Physical Geography in Action

Why are the Galapagos islands so important? What ecosystems can we find in Africa? What is threatening our beautiful Great Barrier Reef?

# How do all Geography lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepares students for the lesson with recalling relevant knowledge/key skills. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to Learn activities in Geography look like this:

## Knowledge-based retrieval Do Now Task:



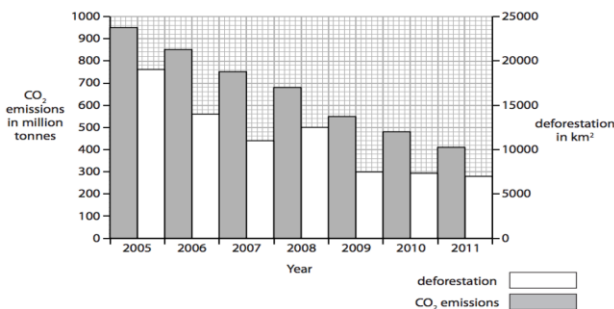
**Title: Why is Freiburg so green?**

|                                                                                        |                                                                                                                            |                                                       |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| 1. Which famous Scientists developed his theory of evolution in the Galapagos Islands? | 2. Which continent is shown in green?<br> | 3. Which city in the USA did we study last week?      |
| 4. Name an issue that Las Vegas is facing.                                             | 5. Which country does the Galapagos Islands belong to?                                                                     | 6. Name an animal that lives in the Galapagos Islands |

## Skills-based retrieval Do Now Task:

### Who killed Chico Mendez?

**Do Now task: Answer the questions on your sheet.**



1. Which year had the highest amount of deforestation and how many km was deforested?

2. Which year had the highest Co2 emissions and how many million tonnes was produced?

3. What is the link between deforestation and Co2 emissions?

*As deforestation decreases, Co2 emissions...*

4. What has happened to deforestation and Co2 emissions from 2005 to 2011?

5. Why do you think this is the case?

# How is your progress measured in Geography? **OUR AMAZING WORLD** (AUTUMN 1)

## Autumn 1: Writing like a Geographer

|                                                            |                                                                                                                                                                                                         |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why are the Galapagos islands amazing ( <b>infogram</b> )? | <ul style="list-style-type: none"> <li>Identify key human and physical features</li> <li>Identify location and explain how this affects the climate</li> <li>Identify key landscape fixtures</li> </ul> |
| Why is our world so amazing ( <b>essay</b> )?              | <ul style="list-style-type: none"> <li>Identify key human and physical features</li> <li>Identify location and explain how this affects the climate</li> <li>Identify key landscape fixtures</li> </ul> |

| Emerging                                                                                                                                                                                 | Achieving                                                                                                                                                                                                                                                                      | Excelling                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can state the continent / country the location is</p> <p>I can <b>identify</b> the landscape features in this location</p> <p>I can <b>identify</b> what humans do in this area</p> | <p>I can identify where in the <b>continent / country</b> the location is</p> <p>I can state what the climate in the location is</p> <p>I can identify the <b>landscape features</b> in this location</p> <p>I can identify what humans do in this area and why they do it</p> | <p>I can identify where on the continent/ country using <b>compass directions</b></p> <p>I can explain the climate by linking to <b>lines of attitude</b></p> <p>I can identify specific examples landscape features in this location e.g. the number</p> <p>I can identify what humans do in this area and <b>why</b> they do it e.g. sustainability</p> |

# Our Amazing World

## Autumn Term 1 Golden Nuggets and Work Hard

|   | Golden Nugget (tested through hinge questions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Work Hard (independent work checked via live marking)                                                                                                          |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p><b>Emerging (catching up):</b><br/>Know the names of the 7 continents and 5 major oceans.</p> <p><b>Achieving (keeping up):</b> Know that there are 7 continents and 5 major oceans in the world and can identify and locate them on a map.</p> <p><b>Excelling (going beyond):</b><br/>Know that there are continents that are richer than others, and that oceans can be used by people.</p>                                                                                                                                                         | Label a blank world map and complete a short quiz on the locations of continents and oceans.                                                                   |
| 2 | <p><b>Emerging (catching up):</b><br/>The Middle East is in a desert which means they have water shortages.</p> <p><b>Achieving (keeping up):</b> The Middle East faces water issues due to it being a desert (along the Tropic) and exploring if the Euphrates-Tigris river will support them.</p> <p><b>Excelling (going beyond):</b><br/>The Middle East faces water shortages because of its desert climate and evaluating how impactful the extraction of water from the Euphrates-Tigris river will be.</p>                                         | Locate the Middle East on a map and link location to climate, then explore human influences (video and writing task).                                          |
| 3 | <p><b>Emerging (catching up):</b> The Galapagos Islands have lots of unique species found nowhere else on Earth.</p> <p><b>Achieving (keeping up):</b> The Galapagos islands are important because they are home to unique species found nowhere else on Earth because they have adapted.</p> <p><b>Excelling (going beyond):</b> There are specific examples of species on the Galapagos Islands that have adapted to suit the climate.</p>                                                                                                              | Locate the Galapagos Islands on a map and link location to climate, then explore human influences (guided reading).                                            |
| 4 | <p><b>Emerging (catching up):</b> Freiburg is good for the environment because it uses renewable energy.</p> <p><b>Achieving (keeping up):</b> Freiburg is considered a green city because it uses renewable energy, has excellent public transport and plans its urban spaces sustainably.</p> <p><b>Excelling (going beyond):</b> Freiburg is environmentally sustainable because it is beneficial for people and the environment due to its use of renewable energy and excellent public transport.</p>                                                | Locate Freiburg on a map and then explore reasons why it is sustainable (comprehension task).                                                                  |
| 5 | <p><b>Emerging (catching up):</b> Four of the ecosystems in Africa are tropical rainforests, savannahs, deserts and Mediterranean landscapes.</p> <p><b>Achieving (keeping up):</b> Africa has a wide range of ecosystems, including tropical rainforests, savannahs, deserts and Mediterranean landscapes, which have different characteristics.</p> <p><b>Excelling (going beyond):</b> Africa has a wide range of ecosystems, with varying characteristics, that are influenced by the location (climate).</p>                                         | Define and identify ecosystems in Africa, locate these on a map and then link to climate.                                                                      |
| 6 | <p><b>Emerging (catching up):</b> China has areas with smaller populations (rural) and larger populations (urban).</p> <p><b>Achieving (keeping up):</b> Rural areas in China are mainly used for farming and have smaller populations while urban areas are densely populated with high-rise buildings and industries.</p> <p><b>Excelling (going beyond):</b> There is an east/west divide in population in China, which is linked to the physical and human geography of the country.</p>                                                              | Locate China on a map and explore the differences in rural and urban China (video task and statistical analysis).                                              |
| 7 | <p><b>Emerging (catching up):</b> The Great Barrier reef provides important services for humans, but it is being damaged.</p> <p><b>Achieving (keeping up):</b> The Great Barrier Reef provides important services for humans, but is under threat from climate change, coral bleaching, pollution and overfishing.</p> <p><b>Excelling (going beyond):</b> The Great Barrier Reef absorbs carbon dioxide to reduce climate change, but human activity (including climate change) is causing it to be bleached which enhances climate change further.</p> | Locate the Great Barrier Reef and explain the services that coral reefs provide for humans. To then explain how humans are threatening the Great Barrier Reef. |
| 8 | <p><b>Emerging (catching up):</b> Antarctica is a cold desert with no permanent population, but humans are using the sea for fishing.</p> <p><b>Achieving (keeping up):</b> Antarctica is a fragile environment and while tourism and fishing bring economic benefits, they also risk damaging its delicate ecosystem.</p> <p><b>Excelling (going beyond):</b> Antarctica is a fragile environment with huge economic possibilities, which may cause environmental damage and political tensions.</p>                                                     | Locate Antarctica and explore human activity in the region. To explain how human activity can damage the region.                                               |

# How is your progress measured in Geography? **ECOSYSTEMS** (AUTUMN 2)

## Autumn 2: Preparing for AP2

|                                            |                                                                                                                                                                                                         |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mid-topic assessment (Ecosystems)          | <ul style="list-style-type: none"> <li>Identify key adaptations</li> <li>Identify location of ecosystems</li> <li>I can explain how this affects the climate for ecosystems</li> </ul>                  |
| Why is our world so amazing (essay)? (AP1) | <ul style="list-style-type: none"> <li>Identify key human and physical features</li> <li>Identify location and explain how this affects the climate</li> <li>Identify key landscape fixtures</li> </ul> |

| Emerging                                                                                                                                   | Achieving                                                                                                                                                                                                               | Excelling                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can state the continent / country the ecosystem is in</p> <p>I can identify an adaptation for a plant OR animal in this ecosystem</p> | <p>I can identify the location of the ecosystem using a line of latitude</p> <p>I can state what the climate in the location is</p> <p>I can identify <b>AND</b> explain an adaptation for a plant <b>OR</b> animal</p> | <p>I can identify the location of the ecosystem using a line of latitude</p> <p>I can state what the climate in the location is by linking it to the line of latitude</p> <p>I can identify <b>AND</b> explain an adaptation for a plant <b>AND</b> animal</p> |

# Ecosystems: Autumn Term 2

## Golden Nuggets and Work Hard

|   | Golden Nugget (tested through hinge questions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Work Hard (independent work checked via live marking)                                                                                         |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p><b>Emerging (catching up):</b> An ecosystem is a community of living organisms interacting with each other and their physical environment.</p> <p><b>Achieving (keeping up):</b> An ecosystem is a community of living organisms interacting with each other and their physical environment. Different parts of the world contain distinct Ecosystems.</p> <p><b>Excelling (going beyond):</b> An ecosystem is a community of living organisms interacting with each other and their physical environment. Different ecosystems are influenced by their climate.</p>                                                                      | Define and identify different ecosystems around the world. To use compass directions and a world map.                                         |
| 2 | <p><b>Emerging (catching up):</b> The nutrient cycle describes how nutrients move pass from animals to plants.</p> <p><b>Achieving (keeping up):</b> The nutrient cycle describes how nutrients move through soil, plants, animals, and back into the environment.</p> <p><b>Excelling (going beyond):</b> The nutrient cycle describes how nutrients move through soil, plants, animals and back into the environment. Animals and plants are adapted to make the most of the available nutrients in their ecosystems.</p>                                                                                                                  | To sketch and annotate the nutrient cycle within a deciduous woodland. To explain how nutrients move from one store to another.               |
| 3 | <p><b>Emerging (catching up):</b> In deciduous forests, animals adapt to suit the temperate climate.</p> <p><b>Achieving (keeping up):</b> In deciduous forests, animals adapt by hibernating or storing food, and plants lose their leaves in autumn to conserve energy in winter.</p> <p><b>Excelling (going beyond):</b> In deciduous forests, animals adapt by hibernating or storing food, and plants lose their leaves in autumn to conserve energy in winter. All deciduous forests are in the mid latitudes.</p>                                                                                                                     | To locate deciduous forests on a map and then complete a guided reading on how plants and animals have adapted to it.                         |
| 4 | <p><b>Emerging (catching up):</b> In tropical rainforests, plants have adapted to suit the tropical climate.</p> <p><b>Achieving (keeping up):</b> In tropical rainforests, plants have large leaves to absorb sunlight and drip tips to shed water, while animals often use camouflage and live in different layers of the forest to survive.</p> <p><b>Excelling (going beyond):</b> In tropical rainforests, plants have large leaves to absorb sunlight and drip tips to shed water, while animals often use camouflage and live in different layers of the forest to survive. All tropical rainforests are found along the equator.</p> | To locate tropical rainforests on a map and then complete a guided reading on how plants and animals have adapted to it.                      |
| 5 | <p><b>Emerging (catching up):</b> The Amazon rainforest faces challenges because of human activity.</p> <p><b>Achieving (keeping up):</b> The Amazon rainforest faces challenges such as deforestation and illegal logging, but also offers opportunities like biodiversity and resources.</p> <p><b>Excelling (going beyond):</b> The Amazon rainforest faces challenges such as deforestation and illegal logging, resources found in the Tropical Rainforest are exploited but also management is used to protect biodiversity.</p>                                                                                                       | To organise information into challenges and opportunities and then complete an exam question. To complete a comprehension task on management. |
| 6 | <p><b>Emerging (catching up):</b> Chico Mendes fought to protect the rainforest and was killed for it.</p> <p><b>Achieving (keeping up):</b> Chico Mendes was a Brazilian environmental activist who was killed for fighting to protect the Amazon rainforest and the rights of rubber tappers.</p> <p><b>Excelling (going beyond):</b> Chico Mendes was a Brazilian environmental activist who was killed for fighting to protect the Amazon rainforest and the rights of rubber tappers. The suspected killers all have motivations for wanting to profit from deforestation in the Amazon.</p>                                            | To complete comprehension tasks about suspects for the case on who killed Chico Mendez (each involved in deforestation).                      |
| 7 | <p><b>Emerging (catching up):</b> Deserts are hot and dry.</p> <p><b>Achieving (keeping up):</b> Hot deserts are dry, arid regions with little rainfall, extreme temperatures, and specially adapted plants and animals.</p> <p><b>Excelling (going beyond):</b> Hot deserts are dry, arid regions with little rainfall, extreme temperatures, and specially adapted plants and animals. Deserts are located above and below the equator.</p>                                                                                                                                                                                                | To locate deserts on a map and then complete a guided reading on how plants and animals have adapted to it.                                   |
| 8 | <p><b>Emerging (catching up):</b> Desertification where land can become a desert over time.</p> <p><b>Achieving (keeping up):</b> Desertification is a problem in hot deserts because overgrazing, deforestation, and climate change turn fertile land into desert, making it harder for people to farm and survive.</p> <p><b>Excelling (going beyond):</b> Desertification is a problem in places like the Sahel region. Because of overgrazing, deforestation, and climate change turn fertile land into desert, making it harder for people to farm and survive. This is mainly an issue in developing countries.</p>                    | To define desertification and organise information in order of severity.                                                                      |

# How is your progress measured in Geography? **DEVELOPMENT** (SPRING 1)

## Spring 1: Explaining like a Geographer

|                                                                    |                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Is aid the best way to help developing countries ( <b>essay</b> )? | <ul style="list-style-type: none"> <li>• Identify what aid is and give an example</li> <li>• I can explain how aid can help a country to develop</li> <li>• I can explain reasons why aid may not be the best way to help a country to develop</li> </ul>                                                                 |
| End of topic quiz                                                  | <ul style="list-style-type: none"> <li>• To identify where in the world developed and less developed countries are</li> <li>• To identify development indicators used to measure development</li> <li>• To identify causes of uneven development globally</li> <li>• To complete Geographical skills questions</li> </ul> |

| Emerging                                                                                                                                                                 | Achieving                                                                                                                                                                                                                     | Excelling                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can identify where in the world developed and less developed countries are</p> <p>I can describe the differences between developed and less developed countries</p> | <p>I can identify where in the world developed and less developed countries are,</p> <p>I can identify reasons for uneven development</p> <p>I can identify development indicators that influence a country's development</p> | <p>I can identify where in the world developed and less developed countries are, and explain reasons why this is the case</p> <p>I can explain reasons for uneven development</p> <p>I can explain how reasons for uneven development impact specific development indicators</p> |

# Development:

## *Spring Term 1 Golden Nuggets and Work Hard*

|    | Golden Nugget (tested through hinge questions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Work Hard<br>(independent work<br>checked via live<br>marking)                                                                                          |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <p>Emerging (catching up): Development is the process of a country improving people's lives.</p> <p>Achieving (keeping up): Development is the process of a country improving the quality of life for its people, (better healthcare, education, and economy)</p> <p>Excelling (going beyond): Development is the process of a country improving the quality of life for its people, but this varies around the world.</p>                                                                                                                                                                       | To define development and identify what high and low development looks like. Comprehension task.                                                        |
| 2  | <p>Emerging (catching up): Development can be measured.</p> <p>Achieving (keeping up): We can measure development using indicators such as GDP, literacy rate, life expectancy, and the Human Development Index (HDI).</p> <p>Excelling (going beyond): As countries develop, their development indicators improve, indicating that people earn more, live longer and</p>                                                                                                                                                                                                                        | To define development indicators and identify different development indicators. To compare statistics between countries.                                |
| 3  | <p>Emerging (catching up): Some parts of the world are contain more developed countries.</p> <p>Achieving (keeping up): Development is uneven across the world, with high-income countries mostly in the Global North and many low-income countries in the Global South.</p> <p>Excelling (going beyond): There are more developed countries found in Western Europe and North America while areas like Central Africa and South Asia have more developing countries.</p>                                                                                                                        | To locate where development is high and low globally.                                                                                                   |
| 4  | <p>Emerging (catching up): Some countries are less developed due to historical, environmental, and economic factors.</p> <p>Achieving (keeping up): Uneven development is caused by factors such as colonial history, conflict, poor governance, lack of natural resources, and climate.</p> <p>Excelling (going beyond): Some developed countries have benefitted from historical processes like colonialism while developing countries have been negatively impacted by it.</p>                                                                                                                | Watch a video on reasons for uneven development and then organise reasons into categories. Complete exam question.                                      |
| 5  | <p>Emerging (catching up): Many people choose to migrate from developing countries to developed countries.</p> <p>Achieving (keeping up): Migration can be a result of uneven development, as people move from poorer to richer areas in search of better opportunities.</p> <p>Excelling (going beyond): Migration is influenced by a range of factors, poverty, conflict and natural disasters can all act as push factors resulting in migration to richer countries.</p>                                                                                                                     | To complete a comprehension task on how low development results in migration. Complete a sorting task on causes and consequences of uneven development. |
| 6  | <p>Emerging (catching up): Developing countries are often affected by malaria.</p> <p>Achieving (keeping up): Disease is often more common in less developed countries due to poor healthcare, sanitation, and lack of access to clean water.</p> <p>Excelling (going beyond): Development can improve a countries healthcare through the government investing in building/improving hospitals and training doctors.</p>                                                                                                                                                                         | To identify regions with high rates of malaria and link this to levels of development. To complete a multiplier effect on this.                         |
| 7  | <p>Emerging (catching up): Aid involves a country helping another country to develop.</p> <p>Achieving (keeping up): Aid can help a country develop by providing money, resources, and expertise.</p> <p>Excelling (going beyond): Aid helps to develop rural areas in developing countries which are less developed than urban areas.</p>                                                                                                                                                                                                                                                       | To locate Ethiopia on a map and then explain how aid helps rural areas to develop faster. Exam question on aid.                                         |
| 8  | <p>Emerging (catching up): Fair trade helps poorer people to earn more money for their work.</p> <p>Achieving (keeping up): Fair trade helps countries develop by making sure farmers and producers get a fair price for their goods.</p> <p>Excelling (going beyond): Fair trade helps farmers to earn a fair wage, but it in contrast aid could be seen to provide a developing country with more resources and economic support.</p>                                                                                                                                                          | To define fair trade and watch a video to explain how it helps farmers to gain more income. Is fair trade or aid better?                                |
| 9  | <p>Emerging (catching up): TNCs are companies that operate in multiple countries, often they will be from developed countries and also operate in developing/ emerging countries.</p> <p>Achieving (keeping up): Transnational Corporations (TNCs) can help by creating jobs and boosting the economy, but they can also exploit workers and damage the environment.</p> <p>Excelling (going beyond): TNCs are motivated by making money, and this means that developed countries will profit from developing countries, but they help countries to develop in the process by creating jobs.</p> | Define TNCs and organise information into positive and negative effects on a country's development.                                                     |
| 10 | <p>Emerging (catching up): Singapore has developed very quickly.</p> <p>Achieving (keeping up): Singapore has experienced rapid development due to its location and global trade links.</p> <p>Excelling (going beyond): Could Singapore's rapid development be a model for other countries to follow? Or does it have benefits in its location that many developing countries don't have?</p>                                                                                                                                                                                                   | To locate Singapore on a map and explain how its location has helped them to develop. Complete a comprehension task.                                    |

# How is your progress measured in Geography? **COASTS** (SPRING 2)

## Spring 2: The skills of a Geographer

|                                                              |                                                                                                                                                                                                                    |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sketch and explain the formation of a bar <b>(diagram)</b> . | <ul style="list-style-type: none"> <li>Identify the features of a bar</li> <li>Identify the processes that form a bar</li> <li>I can explain step-by-step how a bar forms, with reference to the sketch</li> </ul> |
| End of unit test ( <b>SAQs</b> )                             | <ul style="list-style-type: none"> <li>Identify coastal processes</li> <li>Identify coastal landforms</li> <li>I can explain how coastal processes may impact people and the environment</li> </ul>                |

| Emerging                                                                                                                                                                                             | Achieving                                                                                                                                                                                                                                   | Excelling                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can identify coastal processes</p> <p>I can identify coastal landforms</p> <p>I can state impacts of coastal erosion/flooding on people</p> <p>I can identify coastal management strategies</p> | <p>I can identify and define coastal processes</p> <p>I can identify and describe coastal landforms</p> <p>I can explain impacts of coastal erosion/flooding on people</p> <p>I can identify and describe coastal management strategies</p> | <p>I can identify and define coastal processes</p> <p>I can identify and explain the formation of coastal landforms</p> <p>I can explain impacts of coastal erosion/flooding on people AND the environment</p> <p>I can identify, describe and explain pros and cons of coastal management strategies</p> |

# Coasts

## Spring Term 2 Golden Nuggets and Work Hard

|   | Golden Nugget (tested through hinge questions)                                                                                                                                                                                             | Work Hard (independent work checked via live marking)                                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Emerging (catching up): There are two different types of waves that build and destroy beaches.                                                                                                                                             | To define key terms and then sketch the two different waves (with annotations). To watch a video on how these waves impact beaches.                                                |
|   | Achieving (keeping up): There are different types of waves, including constructive waves that build up beaches and destructive waves that erode the coastline.                                                                             |                                                                                                                                                                                    |
|   | Excelling (going beyond): There are factors which create different types of waves including wind speed and fetch (the distance the wave travels across the sea).                                                                           |                                                                                                                                                                                    |
| 2 | Emerging (catching up): Waves can break down material from coastlines.                                                                                                                                                                     | To define erosion and transportation. To complete a table on the four types of erosion and transportation (with sketches of each).                                                 |
|   | Achieving (keeping up): Erosion is the process where waves wear away rock and land. Transportation moves sediment along the coast.                                                                                                         |                                                                                                                                                                                    |
|   | Excelling (going beyond): After material is eroded from the coastline. Longshore drift moves sediment along the coastline in the prevailing wind direction.                                                                                |                                                                                                                                                                                    |
| 3 | Emerging (catching up): Landforms of erosion are features of coastlines created by waves breaking down the coastline.                                                                                                                      | To sketch the formation of headlands and bays, with detailed annotations in an order.                                                                                              |
|   | Achieving (keeping up): Landforms of erosion include cliffs, headlands and bays, caves, arches, and stacks.                                                                                                                                |                                                                                                                                                                                    |
|   | Excelling (going beyond): Factors such as different rock types can play a role in how resistant a coastline is to erosion.                                                                                                                 |                                                                                                                                                                                    |
| 4 | Emerging (catching up): Landforms of erosion are features of coastlines created by waves depositing material at the coastline.                                                                                                             | To sketch the formation of a bar, with detailed annotations in an order.                                                                                                           |
|   | Achieving (keeping up): Landforms of deposition include beaches, spits, and bars.                                                                                                                                                          |                                                                                                                                                                                    |
|   | Excelling (going beyond): Landform of deposition are found at locations where water loses energy; such as the mouth of a river where water changes direction.                                                                              |                                                                                                                                                                                    |
| 5 | Emerging (catching up): Coastlines can be protected from erosion and longshore drift.                                                                                                                                                      | To complete a comprehension task on coastal management methods. To organise information into advantages and disadvantages.                                                         |
|   | Achieving (keeping up): Coastlines can be protected by sea walls and groynes, or beach nourishment and managed retreat.                                                                                                                    |                                                                                                                                                                                    |
|   | Excelling (going beyond): Coastal management methods have many advantages and disadvantages and can be split into hard and soft engineering.                                                                                               |                                                                                                                                                                                    |
| 6 | Emerging (catching up): Coastal can flood due to extreme weather.                                                                                                                                                                          | To define storm surges and watch a video on how storm surges can impact people.<br>To organise impacts into social, economic and environmental.                                    |
|   | Achieving (keeping up): Coastal flooding is a problem because it can damage homes, businesses, and habitats, it is increasing due to rising sea levels and more extreme storms.                                                            |                                                                                                                                                                                    |
|   | Excelling (going beyond): The impacts of flooding can affect people directly but also have a lasting economic impact on the affected areas.                                                                                                |                                                                                                                                                                                    |
| 7 | Emerging (catching up): Maps can help us identify coastal processes and landforms.                                                                                                                                                         | To identify locations on OS maps using grid references.                                                                                                                            |
|   | Achieving (keeping up): Finding examples of specific landforms of erosion and deposition help us to understand where and why they occur.                                                                                                   |                                                                                                                                                                                    |
|   | Excelling (going beyond): Map reading, grid references, and aerial photos are important to study and understand coastlines.                                                                                                                |                                                                                                                                                                                    |
| 8 | Emerging (catching up): The government of the United Arab Emirates has created artificial islands along Dubai's coastline.                                                                                                                 | To watch a video on how the islands are created (with questions). To complete a comprehension task on land reclamation, then decide whether they should continue building islands. |
|   | Achieving (keeping up): Human activity is changing Dubai's coastline through land reclamation and building artificial islands, which have economic benefits but also environmental impacts.                                                |                                                                                                                                                                                    |
|   | Excelling (going beyond): Dubai's coastline has been made much longer through the building of artificial islands in order to attract more tourism and investment. However, some of the land reclamation projects have not been successful. |                                                                                                                                                                                    |

# How is your progress measured in Geography? AFRICA (SUMMER 1)

## Summer 1: Thinking like a Geographer

|                                                                           |                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multiple choice map skills (Africa physical features)                     | <ul style="list-style-type: none"> <li>Identify different ecosystems in Africa</li> <li>Identify different physical features in Africa</li> <li>I can compare trends between climate and distribution of ecosystems</li> </ul>            |
| Are there more opportunities or challenges in the Horn of Africa? (essay) | <ul style="list-style-type: none"> <li>Identify and explain opportunities and challenges in the Horn of Africa</li> <li>Explain how opportunities help countries to develop</li> <li>Explain how challenges hinder development</li> </ul> |

| Emerging                                                                                                                                                                                                       | Achieving                                                                                                                                                                                                     | Excelling                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can identify opportunities</p> <p>I can identify challenges</p> <p>I can state impacts of challenges on people and the country</p> <p>I can state impacts of opportunities on people and the country.</p> | <p>I can identify and explain opportunities</p> <p>I can identify and explain challenges</p> <p>I can come to a conclusion about whether there are more challenges or opportunities in the horn of Africa</p> | <p>I can identify and explain opportunities and how they can help countries to develop.</p> <p>I can identify and explain challenges and how they hinder a country from developing.</p> <p>I can categorise opportunities and challenges into social, economic and environmental</p> <p>I can conclude whether there are more challenges or opportunities in the horn of Africa and explain my reasoning</p> |

# Africa

## Summer Term 1 Golden Nuggets and Work Hard

|   | Golden Nugget (tested through hinge questions)                                                                                                                                            | Work Hard (independent work checked via live marking)                                                                                                        |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Emerging (catching up): Africa contains a range of well known physical features.                                                                                                          | To define physical geography and identify physical features on a map of Africa. To use two maps to identify features and location.                           |
|   | Achieving (keeping up): Africa's physical geography includes deserts, rainforests, savannahs, mountains, and major rivers like the Nile.                                                  |                                                                                                                                                              |
|   | Excelling (going beyond): There are multiple large scale ecosystems in Africa.                                                                                                            |                                                                                                                                                              |
| 2 | Emerging (catching up): Africa contains multiple large scale ecosystems.                                                                                                                  | To locate ecosystems in Africa (line of latitude and country). To describe the climate and explain how this links to ecosystems.                             |
|   | Achieving (keeping up): Africa contains a variety of ecosystems, including tropical rainforests, savannah grasslands, deserts, and Mediterranean woodlands.                               |                                                                                                                                                              |
|   | Excelling (going beyond): Africa's ecosystems are shaped by location, climate and relief.                                                                                                 |                                                                                                                                                              |
| 3 | Emerging (catching up): Some areas of Africa contain more people and others are less populated.                                                                                           | To locate areas of high and low population density on a map of Africa. To use maps of physical geography and population to explain the link between the two. |
|   | Achieving (keeping up): Population in Africa is unevenly distributed. More people live near water sources and fertile land, and fewer in deserts and dense forests.                       |                                                                                                                                                              |
|   | Excelling (going beyond): Economic development of a country can be shaped heavily by its ecosystems/ physical geography.                                                                  |                                                                                                                                                              |
| 4 | Emerging (catching up): Colonialism is a historical process which exploited the resources of many African countries.                                                                      | To define colonialism and explore how it has impacted the borders in Africa (map task). To categorise impacts and explain how it impacted development.       |
|   | Achieving (keeping up): Colonisation has exploited resources, disrupted societies, and created economic and political challenges.                                                         |                                                                                                                                                              |
|   | Excelling (going beyond): Colonialism limited Africa's development and has created many of Africa's borders. Its legacy still affects modern day African countries.                       |                                                                                                                                                              |
| 5 | Emerging (catching up): The Horn of Africa is region of East Africa containing Eritrea, Ethiopia, Somalia and Djibouti.                                                                   | To locate the Horn of Africa and identify physical features specific to this region (map task). To describe the differences in climate in the region.        |
|   | Achieving (keeping up): The Horn of Africa features physical landscapes such as arid plains, mountains, and the Rift Valley.                                                              |                                                                                                                                                              |
|   | Excelling (going beyond): The Horn of Africa's population distribution and climate is heavily influenced by the physical features of the different countries.                             |                                                                                                                                                              |
| 6 | Emerging (catching up): People living in different areas of the Horn of Africa face different opportunities and challenges.                                                               | Comprehension task on how life varies throughout the Horn of Africa – links to physical features.                                                            |
|   | Achieving (keeping up): Living conditions in the Horn of Africa can be challenging due to climate extremes, limited access to water, and economic difficulties.                           |                                                                                                                                                              |
|   | Excelling (going beyond): The physical geography of the Horn of Africa such as coastlines, rainfall and relief can shape the opportunities and challenges of people living there.         |                                                                                                                                                              |
| 7 | Emerging (catching up): The Horn of Africa is rich in livestock, minerals, and some agricultural products.                                                                                | To describe the location of different resources found in the Horn of Africa. To explain how resources can help areas to develop.                             |
|   | Achieving (keeping up): The resources found in the Horn of Africa can have an impact upon the development of the separate countries.                                                      |                                                                                                                                                              |
|   | Excelling (going beyond): There are multiple factors which prevent countries in the Horn of Africa benefitting from their resources such as illegal fishing and a lack of infrastructure. |                                                                                                                                                              |
| 8 | Emerging (catching up): The Horn of Africa has been affected by conflict.                                                                                                                 | Comprehension task on conflict. To complete a multiplier effect on how conflict impacts development in the region.                                           |
|   | Achieving (keeping up): Conflict in the Horn of Africa has led to displacement, economic hardship, and slowed development.                                                                |                                                                                                                                                              |
|   | Excelling (going beyond): The region has complex geopolitics and the relationships between different countries can change regularly.                                                      |                                                                                                                                                              |
| 9 | Emerging (catching up): The opportunities and challenges found in the Horn of Africa will shape the future of the region.                                                                 | To organise knowledge into positives and negatives and then judge whether the future is positive or negative for the Horn of Africa.                         |
|   | Achieving (keeping up): The future of the Horn of Africa depends on peace-building, sustainable resource management, and international support.                                           |                                                                                                                                                              |
|   | Excelling (going beyond): The economic development of the Horn of Africa will be dependent on the countries working together.                                                             |                                                                                                                                                              |

# Y8 Geography

## Tourism: Why is Bali popular and should it keep growing?

Case studies of Bali and a development project called Benoa Bay

## Tourism: How can tourism benefit countries and the environment?

To define ecotourism and explain how tourism can bridge the development gap

## Rivers: What are the different parts of a river?

Identify the three courses of a river; describe the processes of erosion, transportation and deposition

## Asia: Geography in Action

Case studies of Mumbai, China and how Asia and Africa are linked

## Asia: How has human geography shaped Asia?

Population and development

## Asia: What is the physical geography of Asia?

Identify the key features of Asia's physical geography (climate, location)

## Restless Earth: Earthquakes in Action

Case study of Nepal – an earthquake active zone

## Restless Earth: Why is our earth restless?

Identify the key features of the earth's structure and the different types of crust/plates.

## River: What are the results of river processes?

Identify, describe and explain how different landforms are created

## Tourism: Why has Dubai grown into a tourism hotspot?

Case study of Dubai – identify location and factors that increase tourism

## Tourism: What is tourism and why is it growing?

Identify causes for the increase in tourism and explain the Butler Model

## Rivers: Geography in Action

Case studies in how people are affected by and how they can manage river processes

## Climate Change: Geographical in Action

Exploring the varied impacts of climate change around the world and how it links to development (Y7 topic)

## Climate Change: Will our climate always change?

To explain the different human and physical causes of climate change

## Climate Change: What is climate change?

Identify the key features of the earth's changing climate

## Restless Earth: Volcanoes in Action

Case study of Iceland – a volcanically active zone

## Restless Earth: Why do the earth's plates move?

Why are tectonic plates moving and what happens because of this (earthquakes and volcanoes)?

# How do all Geography lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepares students for the lesson with recalling relevant knowledge/key skills. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to Learn activities in Geography look like this:

## Knowledge-based retrieval Do Now Task:

 **Title: How has the ecology been affected by climate change?**

**Do now task: Answer the questions on your starter sheet**

1. What is this called?



2. Which ecosystem is this describing?

*It is located in large bands north and south of the Equator and has a hot, wet climate.*

3. Name one way that plants have adapted to life in the tropical rainforest?

4. Which of these are impacts of climate change?

- ☐ Coral bleaching
- ☐ Burning fossil fuels
- ☐ Flooding of coastal communities
- ☐ Volcanic eruptions

5. What are abiotic and biotic factors?

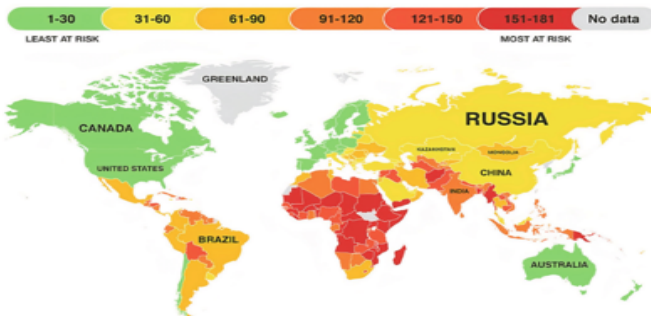
6. Which ecosystem is this describing?

*It has temperatures of up to 50°C in the summer and a rainfall of less than 250mm.*

## Skills-based retrieval Do Now Task:

 **Title: How has our climate changed?**

**Do now task: Use the map to answer the questions**



A map showing the countries most at risk and least at risk of climate change

1. In which continent are most 'at risk' countries located?
2. Name a country least at risk from climate change
3. Which continent is at the least risk overall from climate change?
4. Name a country most at risk from climate change.
5. What do you notice about the development of the country (how rich it is) and how at risk it is from climate change?

# How is your progress measured in Geography? **RESTLESS EARTH** (AUTUMN 1)

## Autumn 1: Restless Earth

|                                          |                                                                                                                                                                                                                                                                      |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why is our earth so restless (infogram)? | <ul style="list-style-type: none"> <li>Identify and describe the layers of the earth</li> <li>Identify locations of areas affected by our restless earth</li> <li>Explain how tectonic plates move</li> </ul>                                                        |
| Earthquakes/Volcanoes in action (essay)  | <ul style="list-style-type: none"> <li>Identify how earthquakes/volcanoes occur</li> <li>Identify and locate a specific place that is affected by earthquakes/volcanoes</li> <li>Explain how earthquakes/volcanoes impact people, economy and environment</li> </ul> |

| Emerging                                                                                                                                                | Achieving                                                                                                                                                                                                                     | Excelling                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can identify the layers of the earth</p> <p>I can identify different tectonic hazards</p> <p>I can identify how tectonic hazards impact people</p> | <p>I can identify and describe the layers of the earth</p> <p>I can identify the different plate boundaries that cause tectonic hazards</p> <p>I can identify how tectonic hazards impact people, economy and environment</p> | <p>I can identify and describe the layers of the earth</p> <p>I can explain the different plate boundaries that cause tectonic hazards</p> <p>I can explain how tectonic hazards impact people, economy and environment</p> <p>I can begin to evaluate which tectonic hazard is the most dangerous</p> |

# Restless Earth

## *Autumn Term 1 Golden Nuggets and Work Hard*

|    | Golden Nugget (tested through hinge questions)                                                                                                                                                                       | Work Hard (independent work checked via live marking)                                                                    |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1  | Emerging (catching up): The Earth has four different layers.                                                                                                                                                         | Sketch and annotate the structure of the earth.                                                                          |
|    | Achieving (keeping up): The Earth is divided into four separate layers with different characteristics.                                                                                                               |                                                                                                                          |
|    | Excelling (going beyond): The Earth is divided into four separate layers with different characteristics, but they are connected through the movement of heat.                                                        |                                                                                                                          |
| 2  | Emerging (catching up): The Earth's tectonic plates move.                                                                                                                                                            | Watch a video and complete a word gap on the different types of plates. Complete diagram on convection currents.         |
|    | Achieving (keeping up): Convection currents move the Earth's tectonic plates which causes tectonic activity.                                                                                                         |                                                                                                                          |
|    | Excelling (going beyond): Convection currents are caused by the movement of heat in the mantle which causes the crust to move, resulting in tectonic plates moving.                                                  |                                                                                                                          |
| 3  | <b>Emerging (catching up):</b> Earthquakes are where the ground shakes violently.                                                                                                                                    | Watch video and complete comprehension on the formation of earthquakes.                                                  |
|    | Achieving (keeping up): Due to tectonic activity and plate movement, earthquakes occur.                                                                                                                              |                                                                                                                          |
|    | Excelling (going beyond): Convection currents cause plates to move towards each other which results in earthquakes (at convergent and conservative plate boundaries)                                                 |                                                                                                                          |
| 4  | <b>Emerging (catching up):</b> Japan's 2011 earthquake causes huge amounts of problems for the country.                                                                                                              | Watch video and complete comprehension task. Categorise impacts into social, economic and environmental.                 |
|    | Achieving (keeping up): Japan's 2011 earthquake left devastating impacts on people, economy and environment.                                                                                                         |                                                                                                                          |
|    | Excelling (going beyond): Japan's 2011 earthquake resulted in impacts on people, economy and environment, which can be ranked in order of severity.                                                                  |                                                                                                                          |
| 5  | <b>Emerging (catching up):</b> Tsunamis are large waves caused by earthquakes.                                                                                                                                       | Watch video and complete comprehension on the formation of tsunamis.                                                     |
|    | Achieving (keeping up): Tsunamis occur when the seabed uplifts due to huge earthquakes, causing some of the most disastrous natural events.                                                                          |                                                                                                                          |
|    | Excelling (going beyond): Tsunamis occur when earthquakes at convergent plate boundaries cause the seabed to uplift, resulting in some of the most disastrous natural events (e.g. The Boxing Day Tsunami, 2004)     |                                                                                                                          |
| 6  | <b>Emerging (catching up):</b> Volcanoes form at tectonic plate boundaries.                                                                                                                                          | Watch video and complete comprehension on the formation of volcanic eruptions.                                           |
|    | Achieving (keeping up): Due to tectonic activity and plate movement, different volcanoes form and erupt.                                                                                                             |                                                                                                                          |
|    | Excelling (going beyond): Convergent and divergent plate boundaries result in different types of volcanoes, which have different explosivity of eruptions and types of lava.                                         |                                                                                                                          |
| 7  | <b>Emerging (catching up):</b> Montserrat is a country in the Caribbean which had a huge volcanic eruption.                                                                                                          | Watch video and complete comprehension task. Categorise impacts into social, economic and environmental.                 |
|    | Achieving (keeping up): Montserrat's 1995 eruption left devastating impacts on people, economy and environment.                                                                                                      |                                                                                                                          |
|    | Excelling (going beyond): Montserrat's 1995 eruption had devastating impacts on people, economy and environment, and debates exist on whether their responses were adequate enough.                                  |                                                                                                                          |
| 8  | <b>Emerging (catching up):</b> Volcanoes can be helpful for people (e.g. provide good soil to grow food)                                                                                                             | Complete guided reading about how volcanic eruptions can create land. Rank the positive impacts of volcanoes for people. |
|    | Achieving (keeping up): Volcanoes also provide important social and economic benefits that shape local and national identity.                                                                                        |                                                                                                                          |
|    | Excelling (going beyond): Volcanoes, although hugely devastating, can provide important social and economic benefits that provide identity and economic opportunities, which can be assessed in level of importance. |                                                                                                                          |
| 9  | <b>Emerging (catching up):</b> Volcanoes and earthquakes both have impacts on people and the environment.                                                                                                            | Categorise and rank impacts of the two prior case studies. Extended writing piece.                                       |
|    | Achieving (keeping up): Volcanoes and earthquakes both pose huge impacts on people and the environment – but which do you think is most severe?                                                                      |                                                                                                                          |
|    | Excelling (going beyond): Categorising and assessing the impacts of volcanoes and earthquakes into people and the environment requires an understanding of scale.                                                    |                                                                                                                          |
| 10 | <b>Emerging (catching up):</b> People choose to live near volcanoes because they benefit from it.                                                                                                                    | Watch video and complete guided reading on managing tectonic hazards.                                                    |
|    | Achieving (keeping up): People still choose to live in tectonically active zones because of their culture or economy, and are able to due to expert management.                                                      |                                                                                                                          |
|    | Excelling (going beyond): People choose to live in dangerous, tectonically active zones because of their culture, economy or their level of development means they are able to manage the risks posed.               |                                                                                                                          |

# How is your progress measured in Geography? **CLIMATE CHANGE** (AUTUMN 2)

## Autumn 2: Preparing for AP2

|                                                                                                 |                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exam question: 'Only humans are responsible for climate change.' Do you agree? (Climate Change) | <ul style="list-style-type: none"> <li>• Identify human and natural causes of climate change</li> <li>• To explain how these causes result in climate change</li> <li>• To decide what causes climate change more – humans or nature</li> </ul> |
| Topic Quiz (Climate Change)                                                                     | <ul style="list-style-type: none"> <li>• Define key term/s</li> <li>• Identify location of countries at risk (map skills)</li> <li>• I can explain how humans can cause climate change</li> </ul>                                               |

| Emerging                                                                                                            | Achieving                                                                                                                                                     | Excelling                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can identify the human causes of climate change</p> <p>I can identify the natural causes of climate change</p> | <p>I can identify and explain more than one human cause of climate change</p> <p>I can identify and explain more than one natural cause of climate change</p> | <p>I can identify and explain all the human causes of climate change</p> <p>I can identify and explain all natural causes of climate change</p> <p>I can make a judgement about which cause is most important</p> |

# Climate Change

## *Autumn Term 2 Golden Nuggets and Work Hard*

|   | Golden Nugget (tested through hinge questions)                                                                                                                                                                                                                                                                                                                                                                                                                                    | Work Hard (independent work checked via live marking)                                                                              |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Emerging (catching up): People have different views about climate change.</p> <p>Achieving (keeping up): Different key players have varied views on climate change due to their personal interests.</p> <p>Excelling (going beyond): Key players' views on climate change are heavily influenced by personal interests (social, economic and political factors)</p>                                                                                                            | To read about people's views on climate change and watch a video about global issues created by climate change.                    |
| 2 | <p>Emerging (catching up): The Earth's climate has changed over time.</p> <p>Achieving (keeping up): The Earth's climate has changed continuously throughout its history and impacts certain countries more than others.</p> <p>Excelling (going beyond): The Earth's climate has changed throughout history, with varying impacts on countries depending on their location to the equator or poles.</p>                                                                          | <p>Video task about climate change and describe the trend of global temperatures.</p> <p>Describes the countries most at risk.</p> |
| 3 | <p>Emerging (catching up): People can cause climate change.</p> <p>Achieving (keeping up): Human activity such as deforestation and burning fossil fuels causes climate change.</p> <p>Excelling (going beyond): Human activities are enhancing the greenhouse effect through deforestation and burning fossil fuels, which cause climate change.</p>                                                                                                                             | Annotate a map with the greenhouse gases (pie chart). True or false task. Plot global CO2 emissions per country.                   |
| 4 | <p>Emerging (catching up): Greenhouse gases (e.g. CO2) cause climate change.</p> <p>Achieving (keeping up): The greenhouse effect occurs when greenhouse gases in the atmosphere trap heat. Human activity is enhancing this.</p> <p>Excelling (going beyond): The enhanced greenhouse effect traps heat in the atmosphere which results in global warming, as a result of deforestation (less CO2 absorbed) and burning fossil fuels (more CO2 released).</p>                    | <p>Video task on the greenhouse effect. True or false task.</p> <p>Sketching the greenhouse effect and labelling key terms.</p>    |
| 5 | <p>Emerging (catching up): The climate has been changing before humans existed.</p> <p>Achieving (keeping up): There are natural causes of climate change that have long existed before humans walked the planet – such as volcanic activity and orbital changes.</p> <p>Excelling (going beyond): Natural causes of climate change have occurred, which sparks debates on which would have the larger influence.</p>                                                             | <p>Video task on the natural causes of climate change.</p> <p>Guided reading about natural causes of climate change.</p>           |
| 6 | <p>Emerging (catching up): Temperatures are increasing which is affecting people.</p> <p>Achieving (keeping up): Climate change causes impacts on countries that effect people and the environment to varying degrees.</p> <p>Excelling (going beyond): The impacts of climate change on countries can be divided into people and environment, which can be assessed in terms of severity.</p>                                                                                    | <p>Plot data onto a grid map.</p> <p>Annotate countries affected by climate change.</p>                                            |
| 7 | <p>Emerging (catching up): Inuit people have a unique way of life that is affected by climate change.</p> <p>Achieving (keeping up): An insight into how a specific community (Inuit) are impacted by climate change in terms of their culture and quality of life.</p> <p>Excelling (going beyond): Inuit communities are being impacted by climate change through changes to their culture and quality of life.</p>                                                             | Guided reading about Inuit culture. Gap fill about ice cover. Comprehension about how climate change is affecting Inuit people.    |
| 8 | <p>Emerging (catching up): Climate change is warming up the planet which will kill plants and animals.</p> <p>Achieving (keeping up): Climate change results in disastrous ecological impacts that is resulting in species going extinct.</p> <p>Excelling (going beyond): Climate change results in ecological impacts that affect the functioning and services of ecosystems.</p>                                                                                               | Gap fill on ecological breakdown. Comprehension task about how ecology is being impacted by climate change.                        |
| 9 | <p>Emerging (catching up): The Solomon Islands are slowly being submerged by sea level rise.</p> <p>Achieving (keeping up): The Solomon Islands are slowly being submerged by sea level rise which is will result in climate refugees.</p> <p>Excelling (going beyond): The Solomon Islands are slowly being submerged by sea level rise which will result in climate refugees, sparking discussion of the role of larger countries and their contribution to climate change.</p> | Describe the location of the Solomon Islands, video task and guided reading.                                                       |

# How is your progress measured in Geography? **ASIA** (SPRING 1)

## Spring 1: Explaining like a Geographer

|                                                                                      |                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assess the opportunities and challenges for people living in Mumbai <b>(essay)</b> . | <ul style="list-style-type: none"> <li>Identify and explain the challenges people and environment faces in Mumbai</li> <li>Identify and explain the challenges people and environment faces in Mumbai</li> <li>To conclude about whether opportunities outweigh the challenges</li> </ul> |
| Topic Quiz (Asia)                                                                    | <ul style="list-style-type: none"> <li>Define key term/s</li> <li>Identify location of physical features on a map of Asia (map skills)</li> <li>To explain human processes taking place in Asia</li> </ul>                                                                                |

| Emerging                                                                                                                                                   | Achieving                                                                                                                                                                                                                                                      | Excelling                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can identify and begin to explain challenges people face in Mumbai</p> <p>I can identify and begin to explain opportunities people face in Mumbai</p> | <p>I can identify and explain challenges people and/or the environment face in Mumbai</p> <p>I can identify and explain opportunities people and/or the environment face in Mumbai</p> <p>I can begin to include development indicators in my explanations</p> | <p>I can identify and explain challenges people and/or the environment face in Mumbai</p> <p>I can identify and explain opportunities people and/or the environment face in Mumbai</p> <p>I can accurately include development indicators in my explanations</p> <p>I can conclude about whether opportunities outweigh the challenges</p> |

# Asia

## Spring Term 1 Golden Nuggets and Work Hard

|   | Golden Nugget (tested through hinge questions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Work Hard (independent work checked via live marking)                                                                                                                      |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Emerging (catching up): Asia consists of unique landscapes.</p> <p>Achieving (keeping up): Asia consists of uniquely beautiful and integral physical features that vary throughout the continent.</p> <p>Excelling (going beyond): Asia consists of physical features that vary throughout the continent, which can impact a country's development.</p>                                                                                                                                                                         | To describe the physical features of Asia (video task). Comprehension task about the notable physical features in Asia. To label all the countries in Asia on a map.       |
| 2 | <p>Emerging (catching up): Asia is the largest continent with different temperatures and amounts of rainfall.</p> <p>Achieving (keeping up): Asia is the largest continent in the world and climate varies throughout the continent, depending on the location.</p> <p>Excelling (going beyond): Asia is the largest continent with climate that varies throughout the continent, depending on the country's line of latitude.</p>                                                                                                 | To complete and describe a climate graph of Shanghai. To calculate range, mean and median of a data set about climate. To describe the climate of other locations in Asia. |
| 3 | <p>Emerging (catching up): India and China are the two most populated countries in the world with a big impact on the world.</p> <p>Achieving (keeping up): India and China are the two most populous countries in the world, with a huge impact on Asia.</p> <p>Excelling (going beyond): India and China are the two most populated countries in the world with huge influence within Asia and globally.</p>                                                                                                                     | To describe and compare the population pyramid of India and China with the UK. Guided reading on why India's population has overtaken China's.                             |
| 4 | <p>Emerging (catching up): Mumbai is in India and is growing in population.</p> <p>Achieving (keeping up): Mumbai, in India, is one of the most populous cities in the world due to the process of rapid urbanisation.</p> <p>Excelling (going beyond): Mumbai, in India, undergoes rapid urbanisation due to the growth of services (tertiary sector), so people migrate from the countryside.</p>                                                                                                                                | Key word match up task and describing the changes in urbanisation over time. To locate Mumbai on a map.                                                                    |
| 5 | <p>Emerging (catching up): Rapid urbanisation in Mumbai results in challenges.</p> <p>Achieving (keeping up): Rapid urbanisation is resulting in huge challenges for the people, economy and environment of Mumbai – with a specific insight into Dharavi (informal settlement).</p> <p>Excelling (going beyond): The challenges of rapid urbanisation in Mumbai vary from people to economy to environmental. These challenges can be assessed through the lens of Dharavi (and example of informal settlements).</p>             | Guided reading about how urbanisation has negatively impacted Mumbai (Dharavi) and a video task with questions about Dharavi, followed by categorising challenges.         |
| 6 | <p>Emerging (catching up): Rapid urbanisation in Mumbai results in opportunities.</p> <p>Achieving (keeping up): Rapid urbanisation is resulting in huge opportunities for the people, economy and environment of Mumbai – with a specific insight into Dharavi (informal settlement).</p> <p>Excelling (going beyond): The opportunities of rapid urbanisation in Mumbai vary from people to economy to environmental. These opportunities can be assessed through the lens of Dharavi (and example of informal settlements).</p> | To write a multiplier effect on the opportunities for people in Mumbai.                                                                                                    |
| 7 | <p>Emerging (catching up): China sells products around the world which makes them an important country.</p> <p>Achieving (keeping up): China have increased the number of factories in the last few decades so that they can increase their GDP.</p> <p>Excelling (going beyond): China's regional and global significance is growing at a rapid rate, through their intelligent transition from the primary to the secondary sector.</p>                                                                                          | Describe the location of China on a map, video task about how China is growing fast and comprehension task about causes of rapid growth.                                   |
| 8 | <p>Emerging (catching up): China is building roads in other countries, in return they get resources for their factories.</p> <p>Achieving (keeping up): China is building one of the most globally impressive infrastructure systems in human history with one main aim – to exploit Africa's abundance of resources.</p> <p>Excelling (going beyond): China's investment plan results in huge benefits for African countries, but raises questions around neo-colonialism and the plan to increase their soft power.</p>          | Belt and Road video task followed by a comprehension task about B&R. To describe and analyse the changes in trade between China and Africa over time.                      |

# How is your progress measured in Geography? **RIVERS** (SPRING 2)

## Spring 2: The skills of a Geographer

|                                                          |                                                                                                                                                                                                                                |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explain the formation of a waterfall ( <b>diagram</b> ). | <ul style="list-style-type: none"> <li>Identify the features of a waterfall</li> <li>Identify the processes that form a waterfall</li> <li>Explain step-by-step how a waterfall forms, with reference to the sketch</li> </ul> |
| End of unit test ( <b>SAQs</b> )                         | <ul style="list-style-type: none"> <li>Identify river processes</li> <li>Identify river landforms</li> <li>Explain how river processes may impact people and the environment</li> </ul>                                        |

| Emerging                                                                                                                                                                                     | Achieving                                                                                                                                                                                                                           | Excelling                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can identify river processes</p> <p>I can identify river landforms</p> <p>I can state impacts of river erosion/flooding on people</p> <p>I can identify river management strategies</p> | <p>I can identify and define river processes</p> <p>I can identify and describe river landforms</p> <p>I can explain impacts of river erosion/flooding on people</p> <p>I can identify and describe river management strategies</p> | <p>I can identify and define river processes</p> <p>I can identify and explain the formation of river landforms</p> <p>I can explain impacts of river erosion/flooding on people AND the environment</p> <p>I can identify, describe and explain pros and cons of river management strategies</p> |

# Rivers: Spring Term 2 Golden Nuggets and Work Hard

|   | Golden Nugget (tested through hinge questions)                                                                                                                                                                                                                                                                                                                                                                                           | Work Hard (independent work checked via live marking)                                                                                                         |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Emerging (catching up): Rivers are divided into three courses: upper, middle and lower.<br>Achieving (keeping up): The river is divided into components (upper, middle and lower) and landforms with different processes.<br>Excelling (going beyond): The shape of a river changes as it moves from its source to mouth.                                                                                                                | To define key terms and features of a river. Comprehension task about the journey of the Thames.                                                              |
| 2 | Emerging (catching up): The river gets wider and deeper as it goes downstream.<br>Achieving (keeping up): The upper, middle and lower courses have different features, landforms and processes that occur.<br>Excelling (going beyond): The river changes in width, depth and velocity as it moves from upper, to middle, to lower course.                                                                                               | Complete a sketch and annotate the courses of a river. To complete the table of information about the courses.                                                |
| 3 | Emerging (catching up): Landforms are made at each course because of the movement of water.<br>Achieving (keeping up): Erosion, transportation and deposition occur in rivers which result in different landforms.<br>Excelling (going beyond): Erosion, transportation and deposition are influential in forming specific landforms.                                                                                                    | To recall types of erosion and transportation (links to Coasts in Y7). To complete exam-style question on how this impacts a river.                           |
| 4 | Emerging (catching up): Waterfalls are found in the upper course.<br>Achieving (keeping up): The upper course contains waterfalls which form due to processes of erosion.<br>Excelling (going beyond): The upper course contains waterfalls which form due to specific processes of erosion and geology.                                                                                                                                 | To identify a waterfall. To sketch and annotate the processes involved in forming a waterfall.<br>Complete assessment on this landform.                       |
| 5 | Emerging (catching up): Meanders are found in the middle course.<br>Achieving (keeping up): The middle course contains meanders which form due to processes of erosion and deposition.<br>Excelling (going beyond): The middle course contains meanders which form due to erosion on the outside bend and deposition on the inside bend – due to energy.                                                                                 | To identify a meander. To sketch and annotate the processes involved in forming a meander.                                                                    |
| 6 | Emerging (catching up): Levees are found in the lower course.<br>Achieving (keeping up): The lower course contains levees which form due to processes of deposition and flooding.<br>Excelling (going beyond): The lower course contains levees which form due to repeated flooding and deposition of sediment on the banks – influenced by energy.                                                                                      | To identify a levee. To sketch and annotate the processes involved in forming a levee.                                                                        |
| 7 | Emerging (catching up): Flooding is where rivers overflow and impact people.<br>Achieving (keeping up): Flooding and erosion pose hazards to people and the environment.<br>Excelling (going beyond): Flooding and erosion result in varying impacts on people, economy and environment which can be assessed in level of importance.                                                                                                    | To identify causes of flooding (human and physical). To sketch a flood hydrograph in pairs using mini whiteboards.                                            |
| 8 | Emerging (catching up): People can stop flooding from affecting us severely.<br>Achieving (keeping up): People are able to management flood risk through ways that work with nature or through built-structures.<br>Excelling (going beyond): People create management strategies (natural and built-structures) to reduce flood risk, but still consist of limitations.                                                                 | To define hard/soft engineering and identify examples of management. Judgement task – which management method is the best and why.                            |
| 9 | Emerging (catching up): The River Nile is the longest river in the world and flows through Africa.<br>Achieving (keeping up): The River Nile is the longest river in the world which supports millions of people and species in surviving and thriving.<br>Excelling (going beyond): The River Nile is the longest river in the world and supports millions of people, but sparks contestation in who can control the flow of the water. | To locate the River Nile using a map, line of latitudes and compass directions. To identify human uses of the River Nile. To complete an exam-style question. |

# How is your progress measured in Geography? **TOURISM** (SUMMER 1)

## Summer 1: Thinking like a Geographer

|                                                                    |                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Do you think the Benoa Bay development should go ahead?<br>(Essay) | <ul style="list-style-type: none"> <li>Describe what the Benoa Bay project is</li> <li>Explain the positives of the project</li> <li>Explain the negatives of the project</li> <li>Conclude about whether it should go ahead or not</li> </ul> |
| Mid-topic test (SAQs)                                              | <ul style="list-style-type: none"> <li>Identify types of tourism</li> <li>Identify causes for the rise in tourism</li> <li>Describe the Butler Model</li> <li>Calculate/complete skills questions</li> </ul>                                   |

| Emerging                                                                                                                                                                                                                                         | Achieving                                                                                                                                                                                                                                                                       | Excelling                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can identify causes for the rise in tourism</p> <p>I can identify different types of tourism</p> <p>I can identify countries that have had a rise or fall in tourism</p> <p>I can identify positives/negatives of tourism for countries</p> | <p>I can identify and explain causes for the rise in tourism</p> <p>I can identify and define different types of tourism</p> <p>I can begin to explain why countries are having a rise or fall in tourism</p> <p>I can explain positives/negatives of tourism for countries</p> | <p>I can identify and explain causes for the rise in tourism</p> <p>I can identify and define different types of tourism</p> <p>I can explain why countries are having a rise or fall in tourism</p> <p>I can explain positives/negatives of tourism for countries</p> <p>I can evaluate whether tourism is beneficial for a country</p> |

# Tourism: Summer Term 1 Golden Nuggets and Work Hard

|   | Golden Nugget (tested through hinge questions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Work Hard (independent work checked via live marking)                                                                                                                                                              |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Emerging (catching up): Tourism to other countries is becoming more popular and people go for different reasons.</p> <p>Achieving (keeping up): Tourism has massively increased in recent human history and now can be divided into categories such as ecotourism and cultural tourism.</p> <p>Excelling (going beyond): Tourism has massively increased in the last two decades due to technological advances, resulting also in a rise in differing types of tourism.</p>                                                                                    | <p>Define different types of tourism and analyse statistics around tourism.</p> <p>Categorise causes of increased tourism.</p>                                                                                     |
| 2 | <p>Emerging (catching up): The Butler Model is about how tourism can increase in an area.</p> <p>Achieving (keeping up): The Butler Model explains how places go through stages of tourism, showing their rise, stagnation and then decline or rejuvenate.</p> <p>Excelling (going beyond): The Butler Model explains how places go through stages of tourism (e.g. exploration, stagnation and rejuvenation), explored through the lens of Pablo.</p>                                                                                                            | <p>To describe the Butler Model and link each stage to a real world example.</p>                                                                                                                                   |
| 3 | <p>Emerging (catching up): Dubai has risen to become a popular tourism destination.</p> <p>Achieving (keeping up): Dubai has risen to become one of the most popular tourist destinations through targeted investment.</p> <p>Excelling (going beyond): Dubai's targeted investment (from oil trades) have allowed for huge infrastructures to be built in a desert climate, resulting in the location becoming a tourism hotspot.</p>                                                                                                                            | <p>Comparison of Dubai (then vs now) and comprehension task on the reasons why Dubai has invested into tourism.</p>                                                                                                |
| 4 | <p>Emerging (catching up): Dubai's tourism is not beneficial for everyone.</p> <p>Achieving (keeping up): Dubai's rise in tourism has had negative impacts on certain people that live there.</p> <p>Excelling (going beyond): Dubai's rise in tourism has resulted in benefits for people of higher class, but problems for those of the lower class (Workers).</p>                                                                                                                                                                                              | <p>Guided reading on the darker side of Dubai. Comprehension task on different lifestyles in Dubai.</p>                                                                                                            |
| 5 | <p>Emerging (catching up): Ecotourism is tourism that supports nature and local people.</p> <p>Achieving (keeping up): Ecotourism is visiting locations without damaging the environment, which can offer solutions to local and global challenges.</p> <p>Excelling (going beyond): Ecotourism reduces environmental challenges of tourism, whilst supporting local people in increasing the development of a region, but are only on a small scale.</p>                                                                                                         | <p>To watch a video and answer questions on what ecotourism is. To complete a category task on mass vs ecotourism, then to complete exam questions on each.</p>                                                    |
| 6 | <p>Emerging (catching up): Tourism can help a country to increase their income.</p> <p>Achieving (keeping up): Tourism can bridge the gap between developed and developing countries gradually over time.</p> <p>Excelling (going beyond): Tourism can reduce the development gap, but there are questions about the extent that tourism can improve development.</p>                                                                                                                                                                                             | <p>To plot data onto a bar chart and then analyse development indicator statistics about different countries. To complete a comprehension task on tourism and poverty reduction.</p>                               |
| 7 | <p>Emerging (catching up): The Gambia is a country in Africa that is having more tourism which brings more income.</p> <p>Achieving (keeping up): The Gambia is a developing country which relies on tourism as a significant portion of their income, but it also comes with issues for locals and the economy.</p> <p>Excelling (going beyond): The Gambia is experiencing tourism leakage due to their low level of development, which means companies from developed countries are exploiting the warm climate and beautiful coastline for economic gain.</p> | <p>To locate The Gambia on a map and complete questions using a climate graph. To categorise positives and negatives of tourism for The Gambia.</p>                                                                |
| 8 | <p>Emerging (catching up): Bali is an island in Indonesia which is popular for tourism.</p> <p>Achieving (keeping up): Bali is a popular tourist destination in Indonesia due to its beautiful oceans and warm climate.</p> <p>Excelling (going beyond): Bali is an island in Indonesia which has risen in popularity for tourism due to social media highlighting its warm climate (due to its line of latitude location).</p>                                                                                                                                   | <p>To locate Bali and analyse a pie chart about tourist arrivals. To describe the changes in tourism in Bali over time and a climate graph of Bali.</p>                                                            |
| 9 | <p>Emerging (catching up): The Benoa Bay project aims to build more hotels in Bali, which creates positives and negatives.</p> <p>Achieving (keeping up): The Benoa Bay project has been proposed to increase tourism in Bali, which will result in a human-made island. This will result in positives and negatives.</p> <p>Excelling (going beyond): The proposed Benoa Bay project creates benefits for the area but also poses problems for the local people and environment, which requires an evaluation of whether it should go ahead.</p>                 | <p>To describe Benoa Bay's location and annotate reasons why people might want to visit Benoa Bay. To read newspaper clippings and complete a table on the positive and negatives of developing tourism there.</p> |

# Y9 Geography

## Changing UK Landscapes: Human and Physical processes

How do human and physical processes alter the landscape?

## Changing UK Landscapes: How do rock types create different landscapes?

Explain the reasoning for upland/lowland landscapes and the impact of glaciers

## Resource Management: Where are resources distributed in the UK and globally?

Identify the main types of resources, describe the distribution and consumption of resources

## Russia: How has human geography shaped Russia?

Population, development and resources

## Russia: Geography in Action

Case studies of Siberia, the North Pole, Chernobyl and Ukraine conflict

## Health: What is the link between disease and development?

To study global variations in disease explain the reasons for this.

## Health: How do we measure health?

Identify the key indicators of health and describe the difference between the main disease types.

## Weather: What is weather

Identify the differences between weather and describe how the water cycle works.

## Changing UK Landscapes: What are the different types of rocks?

Identify characteristics and explain formation of the three main rock types

## Resource Management: Geography in Action

Case studies of water management in the UK and Kenya

## Russia: What is the physical geography of Russia?

Identify the key features of Asia's physical geography (climate, location)

## Health: Geography in Action

Case studies of Covid-19 and the NHS/WHO

## Weather: Geography in Action

Microclimate field study  
Case studies: Pakistan floods, California wildfires and the Great Lakes winter storm

## Weather: What is climate?

Explain what air pressure is and how this impacts climate and ecosystems.

# How do all Geography lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepares students for the lesson with recalling relevant knowledge/key skills. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to Learn activities in Geography look like this:

## Knowledge-based retrieval Do Now Task:

### Global consumption and usage of water

**Do now: Answer the questions on your starter sheet.**

|                                                                                                                        |                                                                                                                                    |                                        |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <b>What is a water surplus? Circle below.</b><br><br>Supply of water exceeds demand<br>Demand for water exceeds supply | <b>What is water deficit?</b><br><br>Supply of water exceeds demand<br>Demand for water exceeds supply                             | <b>Name two ways humans use water.</b> |
| <b>What percentage of the Earth's surface has fresh water?</b>                                                         | <b>Which of the following is a physical factor that affects water availability?</b><br><br>Climate<br><br>Pollution<br><br>Poverty | <b>Define the term 'distribution'.</b> |

## Skills-based retrieval Do Now Task:

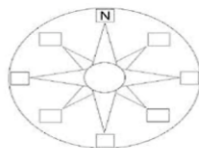
### Title: Global distribution and availability of water

**Do Now task: Complete the skills task.**



### MAPS

Complete the compass (1 mark)  
 What is this symbol on an OS map? (1 mark)



### STATISTICS

Calculate the mean peak flow over the period show in the table (2 marks)

| Water year                  | 2004-5 | 2005-6 | 2006-7 | 2007-8 | 2008-9 | 2009-10 | 2010-11 |
|-----------------------------|--------|--------|--------|--------|--------|---------|---------|
| Peak flow m <sup>3</sup> /s | 17.7   | 10.7   | 22.9   | 18.6   | 23.2   | 14.8    | 22.6    |

Show workings:

Mean: \_\_\_\_\_



### GRAPHS

Using the climate graph, describe the temperature at the location (2 marks)

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### KNOWLEDGE

Which of the following is a non-renewable resource?

1. Coal
2. Oil
3. Solar
4. Gas

Which of the following is a biotic component?

1. Water
2. Sun
3. Fish
4. Rocks

# How is your progress measured in Geography? **Weather** (Autumn 1)

## Autumn 1:

|                                                       |                                                                                                                                                                                                                                                             |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How can we present the weather?<br>(Annotate the map) | <ul style="list-style-type: none"> <li>Identify symbols representing air pressure, temperature and rainfall</li> <li>Use the symbols to describe the weather forecast in the UK</li> </ul>                                                                  |
| Weather in action ( <b>essay</b> )                    | <ul style="list-style-type: none"> <li>Explain the causes of different weather events</li> <li>Explain how different weather events impact people, economy and environment</li> <li>Evaluate which weather events are the most hazardous and why</li> </ul> |

| Emerging                                                                                                                                                                                      | Achieving                                                                                                                                                                                              | Excelling                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can recall different impacts from different weather hazards</p> <p>I can describe the problems with different weather hazards</p> <p>I can use examples of different weather hazards</p> | <p>I can explain why weather hazards are dangerous</p> <p>I can explain how different weather hazards form</p> <p>I can make a judgement about which weather events are the most hazardous and why</p> | <p>I can identify and explain the human and natural causes of weather hazards</p> <p>I can explain how weather hazards impact people, economy and environment</p> <p>I can begin to evaluate which impacts are the most dangerous</p> <p>I can begin to evaluate why some weather events are more hazardous than others</p> |

# Topic: Weather

## *Autumn Term 1 Golden Nuggets and Work Hard*

|    | Golden Nugget (tested through hinge questions)                                                                                                                                                                                                                                                                                                                                                                                                                       | Work Hard (independent work checked via live marking)                                                               |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1  | <p>Emerging (catching up): Weather changes from day to day.</p> <p>Achieving (keeping up): Weather is day to day change of conditions in the atmosphere. Climate is the average weather over a long period of time</p> <p>Excelling (going beyond): Weather and climate are different. Climate can be linked to seasonal change in the UK.</p>                                                                                                                       | Use data to describe and explain seasonal differences in the UK                                                     |
| 2  | <p>Emerging (catching up): Clouds are water vapour in the atmosphere</p> <p>Achieving (keeping up): There are three different types of clouds which bring different types of weather.</p> <p>Excelling (going beyond): The three types of clouds sit at different altitudes and can bring varying types of precipitation.</p>                                                                                                                                        | Match the cloud with the description then explain the formation of different types of rain                          |
| 3  | <p>Emerging (catching up): Air rises to form clouds. When air sinks, clear skies are created.</p> <p>Achieving (keeping up): In low pressure areas, rain and clouds are created. In high pressure areas, clear skies and calm conditions are created.</p> <p>Excelling (going beyond): Low pressure areas (clouds and rain) are created due to rising warm air. When the air cools and sinks, this creates areas of high pressure (clear skies).</p>                 | Use the diagrams to complete the word gap on high vs. low pressure areas, then complete the true or false activity. |
| 4  | <p>Emerging (catching up): Air rises to form clouds, for example in Tropical Rainforests. Air sinks to form clear skies, for example in Deserts.</p> <p>Achieving (keeping up): The transfer of heat from the equator to the poles explains why we get hot/cold and wet/dry weather around the world</p> <p>Excelling (going beyond): The Hadley, Ferrel and Polar cells distribute heat around the world, leading to different climate zones.</p>                   | Label and annotate the global atmospheric circulation model, then complete the word gap to explain how it works.    |
| 5  | <p>Emerging (catching up): It is useful to forecast the weather so we can plan ahead.</p> <p>Achieving (keeping up): Weather forecasts use different symbols to explain the weather</p> <p>Excelling (going beyond): Weather symbols such as isobars and high/low pressure can be used to explain distribution of weather around the UK.</p>                                                                                                                         | Complete the weather symbol quiz then use the weather map to create a weather forecast                              |
| 6  | <p>Emerging (catching up): Complete a field study.</p> <p>Achieving (keeping up): Experience planning and conducting a field study</p> <p>Excelling (going beyond): Evaluate the positives and negatives of the field study.</p>                                                                                                                                                                                                                                     | Complete risk assessment and data collection for field study                                                        |
| 7  | <p>Emerging (catching up): Microclimate means small differences in weather in one area.</p> <p>Achieving (keeping up): Our data proves that microclimate varies around the school grounds</p> <p>Excelling (going beyond): Microclimate varies around school and this can be supported by differences in wind speed, temperature and land-use.</p>                                                                                                                   | Present, analyse and evaluate microclimate study                                                                    |
| 8  | <p>Emerging (catching up): Pakistan is a poor country and flooding has had lots of negative impacts.</p> <p>Achieving (keeping up): The development of a country impacts its' ability to deal with natural disasters such as flooding</p> <p>Excelling (going beyond): Flooding in Pakistan has had social, economic and environmental impacts and the development level has impacted the effectiveness of the management strategies.</p>                            | Explain the causes, impacts and responses to the Pakistan floods of 2022.                                           |
| 9  | <p>Emerging (catching up): Wildfires can cause negative impacts on people and the environment.</p> <p>Achieving (keeping up): The causes of wildfires can be both human and physical and they have significant impacts on humans and wildlife.</p> <p>Excelling (going beyond): The social economic and environmental impacts have negatively impacted California. The development level of California has positively assisted with the management of wildfires.</p> | Assess the impacts and responses of the California wildfires                                                        |
| 10 | <p>Emerging (catching up): The Great Lakes winter storm had affects on people, jobs and the environment.</p> <p>Achieving (keeping up): The impacts and responses of the Great Lakes winter storm can be categorised into social, economic and environmental</p> <p>Excelling (going beyond): The economic impacts of the winter storm outweighed the social/environmental impacts.</p>                                                                              | Explain the 'Lake Effect'. then categorise impacts and explain which is the most significant.                       |

# How is your progress measured in Geography? **Health** (Autumn 2)

## Autumn 1:

|                                                                                            |                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exam question: 'Who is responsible for your health and why? (Individuals, NGOs or the NHS) | <ul style="list-style-type: none"> <li>Identify features of NGOs, the NHS and individuals</li> <li>Explain the responsibility of each on human health</li> <li>Evaluate who has the most significant role and why</li> </ul> |
| Topic Quiz (Health)                                                                        | <ul style="list-style-type: none"> <li>Define key term/s</li> <li>Describe distribution of health outcomes nationally</li> <li>Explain links between development and disease</li> </ul>                                      |

| Emerging                                                                                                                  | Achieving                                                                                                                                               | Excelling                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can identify the differences between an NGO and the NHS</p> <p>I can identify how each might impact human health</p> | <p>I can describe the role of the NHS and NGOs</p> <p>I can explain the impact that NGOs and the NHS, as well as individuals, have on human health.</p> | <p>I can explain the differences between the NHS and NGOs</p> <p>I can evaluate the impact that NGOs and the NHS, as well as individuals, have on human health.</p> <p>I can come to a judgement about whether individuals, the NHS or NGOs are most responsible for human health.</p> |

# Topic: Health

## *Autumn Term 2 Golden Nuggets and Work Hard*

|   | Golden Nugget (tested through hinge questions)                                                                                                                                  | Work Hard<br>(independent work checked via live marking)                                                                                                      |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Emerging (catching up): People are living longer lives as they have more money.                                                                                                 | Use population pyramids and choropleth to explain global and regional variations in life expectancy.                                                          |
|   | Achieving (keeping up): Life expectancy has increased globally and this is related to GDP per capita.                                                                           |                                                                                                                                                               |
|   | Excelling (going beyond): There are global and regional variations in life expectancy and this can be explained by differences in GDP and disposable income                     |                                                                                                                                                               |
| 2 | Emerging (catching up): People are living longer as they have healthier diets.                                                                                                  | Categories the statements into the three reasons, then explain how they help people to live longer.                                                           |
|   | Achieving (keeping up): The main reasons people are living longer in the UK is due to food supply, health and hygiene and safety.                                               |                                                                                                                                                               |
|   | Excelling (going beyond): Food supply, health and hygiene and safety can be used to explain why there has been an increase in life expectancy.                                  |                                                                                                                                                               |
| 3 | Emerging (catching up): Communicable diseases are spread from person to person.                                                                                                 | Describe the global distribution of malaria and explain how it stops a country from developing.                                                               |
|   | Achieving (keeping up): Communicable diseases are common in developing countries and stop these countries from developing.                                                      |                                                                                                                                                               |
|   | Excelling (going beyond): Malaria has impacted development of Sub-Saharan Africa and climate change has further exacerbated the prevalence of this.                             |                                                                                                                                                               |
| 4 | Emerging (catching up): Non-communicable diseases cannot be spread from person to person.                                                                                       | Use the images to explain causes of heart disease and then use the choropleth map and statistics to describe regional differences in CHD and life expectancy. |
|   | Achieving (keeping up): Non-communicable diseases are common in developed countries and area associated with lifestyle choices.                                                 |                                                                                                                                                               |
|   | Excelling (going beyond): CHD is distributed unevenly across the UK and this can be explained by variations in income.                                                          |                                                                                                                                                               |
| 5 | Emerging (catching up): Vaccinations are expensive and developing countries cannot afford them.                                                                                 | Describe the distribution of covid-19 vaccinations worldwide and argue why the government should reduce the vaccine divide.                                   |
|   | Achieving (keeping up): Developing countries are at a disadvantage to receiving life-saving vaccinations.                                                                       |                                                                                                                                                               |
|   | Excelling (going beyond): The vaccine divide has negatively impacted developing countries and this is similar with diseases such as Polio and Measles.                          |                                                                                                                                                               |
| 6 | Emerging (catching up): The NHS is our national health service, funded through taxes. NGOs are non-governmental organisations such as charities.                                | Identify problems with access to healthcare across the world and explain the importance of the NHS and NGOs for our healthcare.                               |
|   | Achieving (keeping up): Developing countries face significant challenges to accessing healthcare. NGO, the NHS and individuals are all important to protecting health.          |                                                                                                                                                               |
|   | Excelling (going beyond): Access to healthcare is unevenly distributed around the world. Individuals, NGOs and the NHS play different roles in protecting and promoting health. |                                                                                                                                                               |

# How is your progress measured in Geography? **Russia** (Spring 1)

## Spring:

|                                                       |                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mid topic assessment                                  | <ul style="list-style-type: none"> <li>Recall facts about Russia (e.g. ecosystems)</li> <li>Identify regions with high and low population density</li> <li>Identify data from maps and graphs</li> </ul>                                                                                                                   |
| Is Russia a prisoner of geography? (Extended writing) | <ul style="list-style-type: none"> <li>Define key term/s</li> <li>Identify benefits and challenges of living in Russia</li> <li>To explain how the benefits and challenges of Russia impact people and the environment.</li> <li>To explain how Russia's geography prevents or contributes to its' development.</li> </ul> |

| Emerging                                                                                                                                                   | Achieving                                                                                                                                                                                                                                                                                                                                                                        | Excelling                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can identify and begin to explain challenges people face in Russia</p> <p>I can identify and begin to explain opportunities people face in Russia</p> | <p>I can identify and explain challenges people and/or the environment face in Russia</p> <p>I can identify and explain opportunities people and/or the environment face in Russia</p> <p>I can begin to include development indicators and key terms in my explanations</p> <p>I can explain how these challenges/opportunities prevent/contribute to Russia's development.</p> | <p>I can identify and explain challenges people and/or the environment face in Russia</p> <p>I can identify and explain opportunities people and/or the environment face in Russia</p> <p>I can accurately include development indicators in my explanations</p> <p>I can evaluate whether or not Russia is a prisoner of geography.</p> |

# Topic: Russia

## Spring Term 1 Golden Nuggets and Work Hard

|    | Golden Nugget (tested through hinge questions)                                                                                                                                                                                                                                                                                                                                                                                                                                 | Work Hard (independent work checked via live marking)                                                                                         |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <p>Emerging (catching up): The west of Russia is more developed than the east of Russia</p> <p>Achieving (keeping up): The west part of Russia is more developed than the east as it has more resources, higher population and better temperature.</p> <p>Excelling (going beyond): Russia is unevenly distributed in terms of resources, population and temperature. These three factors can impact the development of Russia.</p>                                            | Use the information to describe landforms, climate, population and type of work available in Russia                                           |
| 2  | <p>Emerging (catching up): The climate is different across Russia.</p> <p>Achieving (keeping up): The climate varies across Russia and we can use rainfall and temperature data to explain this.</p> <p>Excelling (going beyond): The variation in climate in Russia can be explained using precipitation and temp data, as well as the impact of the continental climate.</p>                                                                                                 | Use climate graphs to describe the climate of Russia, then look at data to work out the mean and range of temperature and precipitation.      |
| 3  | <p>Emerging (catching up): Coniferous trees adapt to the cold climate</p> <p>Achieving (keeping up): Taiga forest vegetation have adapted to the harsh environment in a number of special ways</p> <p>Excelling (going beyond): Taiga forest vegetation have adapted to the harsh environment and this can be linked to photosynthesis, lack of moisture and snowfall</p>                                                                                                      | Use map skills to describe the distribution of ecosystems in Russia, then describe and explain the adaptations of coniferous trees.           |
| 4  | <p>Emerging (catching up): Primary sector jobs involve taking raw materials from the ground. Secondary sector jobs involve making things with the materials.</p> <p>Achieving (keeping up): There are more people working in primary and secondary sector jobs in Russia than in the UK</p> <p>Excelling (going beyond): The varying levels of economic sectors within Russia can be explained by the uneven distribution of wealth, resources and climate across Russia.,</p> | Describe the distribution of resources in Russia and then explain the differences between economic sectors and identify examples of these     |
| 5  | <p>Emerging (catching up): More people live in west of Russia than the east of Russia.</p> <p>Achieving (keeping up): The population of Russia is unevenly distributed due to ecosystems, landscape and climate</p> <p>Excelling (going beyond): Climate, landscape and ecosystems in the west vs. East of Russia can impact the population and consequently the development of Russia.</p>                                                                                    | Describe the distribution of population density in Russia, then use the figures to explain why it is distributed in this way.                 |
| 6  | <p>Emerging (catching up): Siberia is very cold which means it can be difficult to live there.</p> <p>Achieving (keeping up): Life in Siberia has many challenges, many of which are linked to the extreme cold</p> <p>Excelling (going beyond): The extreme cold in Siberia creates many challenges linked to standard of living and quality of life, particularly for nomads.</p>                                                                                            | Answer the questions whilst watching the video about the coldest city on earth, then write a paragraph on why life in Siberia is a challenge. |
| 7  | <p>Emerging (catching up): Russia is harming the environment in the Arctic region.</p> <p>Achieving (keeping up): Russia planted a flag at the North Pole to develop the Arctic region which has caused problems to people and the environment</p> <p>Excelling (going beyond): The Arctic is an exclusive economic zone and development of this has had social, economic and environmental impacts on the environment and Nenets tribes.</p>                                  | Read through the quotes about how Russia exploits the environment then argue whether you think it should be stopped.                          |
| 8  | <p>Emerging (catching up): The Chernobyl explosion was caused because scientists did not run a test properly.</p> <p>Achieving (keeping up): The Chernobyl explosion caused many health problems and the Soviet government tried to respond in many ways, not of all which were successful.</p> <p>Excelling (going beyond): There were both short-term and long-term impacts of the Chernobyl explosion and the responses at different scales were controversial.</p>         | Explain the causes, impacts and responses to the Chernobyl nuclear power plant explosion.                                                     |
| 9  | <p>Emerging (catching up): : Russia has conflict with Ukraine for a several different reasons.</p> <p>Achieving (keeping up): The two main reasons for the conflict are Russia's annexation of Crimea and the fact Ukraine wants to join Nato.</p> <p>Excelling (going beyond): Russia wants more territory and resources and to protect its border from NATO expansion, this is causing conflict between the two countries.</p>                                               | Identify and explain different people's roles in the Ukraine conflict and explain why there is conflict and why Russia has not already won.   |
| 10 | <p>Emerging (catching up): Russia struggles to develop because of its climate.</p> <p>Achieving (keeping up): Russia is a prisoner of geography</p> <p>Excelling (going beyond): Russia is a prisoner of geography due to their power being limited by physical features such as climate, mountains and access to the sea.</p>                                                                                                                                                 | Complete an extended writing on whether Russia is a prisoner of geography                                                                     |

# How is your progress measured in Geography? **Resource Management** (Spring 2)

## Spring:

Assess the following statement:  
Low annual rainfall is the main reason why some countries have water supply problems and are struggling to meet demand. (8)

- Explain why low annual rainfall causes problems for a country
- Refer to at least one country
- Explain the importance of another reason for water supply problems

End of topic test

- Define key terms
- Explain key processes (e.g. impact of climate change)
- Skills questions (map and maths skills)

| Emerging                                                                                                                                                                                                                                                                                                                                                    | Achieving                                                                                                                                                                                                                                                                                                                                                                                           | Excelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• I can begin to explain why low annual rainfall causes problems</li> <li>• I can name an example of a country that has low annual rainfall</li> <li>• I can describe one other reason why countries have water supply problems</li> <li>• I can identify two countries that manage their water resources</li> </ul> | <ul style="list-style-type: none"> <li>• I can explain why low annual rainfall causes problems</li> <li>• I can name an example of a country that has low annual rainfall</li> <li>• I can explain one other reason why countries have water supply problems</li> <li>• I can provide a conclusion which has my overall judgement on how well two countries manage their water resources</li> </ul> | <ul style="list-style-type: none"> <li>• I can explain the importance of low annual rainfall on water supply for a country</li> <li>• I can name an example of a country that has low annual rainfall</li> <li>• I can explain at least one other reason why countries have water supply problems and explain the importance of this reason</li> <li>• I can provide a conclusion which has my overall judgement on how well two countries manage their water resources</li> </ul> |

# Topic: Resource Management

## Spring Term 2 Golden Nuggets and Work Hard

|    | Golden Nugget (tested through hinge questions)                                                                                                                                                                                                                                                                                                                                                                                                                                     | Work Hard (independent work checked via live marking)                                                                                                                       |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <p>Emerging (catching up): Biotic is living things whereas abiotic is non-living things.</p> <p>Achieving (keeping up): Biotic and abiotic resources are exploited for human benefit which impacts the environment.</p> <p>Excelling (going beyond): Biotic and abiotic resources are exploited and this has impacts on water and air quality, biodiversity and soil erosion.</p>                                                                                                  | Key word match up task followed by a video task and comprehension activity. A four mark exam question at the end.                                                           |
| 2  | <p>Emerging (catching up): The three main resources we need to survive are food, water and energy.</p> <p>Achieving (keeping up): Resources are unevenly distributed globally and within the UK.</p> <p>Excelling (going beyond): Resources are unevenly distributed due to factors such as infrastructure, geology, climate, soil type and fossil fuel reserves</p>                                                                                                               | Annotation of global resource distribution, comprehension task and video task.                                                                                              |
| 3  | <p>Emerging (catching up): How much food, water and energy people use is different around the world.</p> <p>Achieving (keeping up): Resources consumption is uneven globally due to level of development.</p> <p>Excelling (going beyond): Resource consumption is uneven due to development and access to resources. Other factors such as climate/industry can also impact production of resources.</p>                                                                          | Exam question with a bar chart and comprehension task.                                                                                                                      |
| 4  | <p>Emerging (catching up): Physical factors are natural. Economic/social factors are to do with people and money</p> <p>Achieving (keeping up): Water resources are unevenly distributed due to economic and physical factors.</p> <p>Excelling (going beyond): Climate, rainfall and geology can impact water availability. Pollution, poverty and over-abstraction can worsen the availability of water.</p>                                                                     | Annotation of water resource distribution globally and a comprehension task.                                                                                                |
| 5  | <p>Emerging (catching up): How much water people use is different around the world.</p> <p>Achieving (keeping up): Water consumption is unevenly distributed globally due to levels of development and access to water.</p> <p>Excelling (going beyond): There are differences in domestic water usage between different countries. This is explained by whether a country is developing, emerging or developed.</p>                                                               | Comparison of a map of HDI and map of water consumption to spot trends. Comprehension task followed by an exam question.                                                    |
| 6  | <p>Emerging (catching up): The problems with water supply in the UK are different to the problems with water supply in developing countries.</p> <p>Achieving (keeping up): Problems with water exist in both developing and developed countries due to human activity and climate change.</p> <p>Excelling (going beyond): The problems with water occur at varying scales according to levels of development and location of countries.</p>                                      | Describe population density maps and precipitation levels. Describe the climate graph of the UK followed by a guided reading.                                               |
| 7  | <p>Emerging (catching up): People, charities/businesses and the governments of countries all have a part to play in improving water.</p> <p>Achieving (keeping up): Individuals, organisation and governments have differing views on ways to resolve water shortages.</p> <p>Excelling: Different stakeholders hold different views based on their scale of influence.</p>                                                                                                        | Comprehension task followed by a decision making task, then a series of exam questions.                                                                                     |
| 8  | <p>Emerging (catching up): We need to manage water now so future generations also have enough water to meet their needs.</p> <p>Achieving (keeping up): Sustainable water management is crucial to facilitate a high quality of life for now and future generations.</p> <p>Excelling (going beyond): The sustainability stool can be used to support sustainable water management. It is essential for human survival and development across the world.</p>                       | Video task followed by annotating ways houses can be sustainable in managing water. Then a comprehension and mindmap task, with an analysis of a model answer.              |
| 9  | <p>Emerging (catching up): The UK is a developed country so has more money to spend on managing its water.</p> <p>Achieving (keeping up): The UK is a case study of how a developed country manages their water resources in varying ways, with positives and negatives.</p> <p>Excelling (going beyond): The UK has managed its water in various ways at different scales. These have had positive and negative impacts on people, the economy and the environment.</p>           | Video tasks of BedZED and the 2022 drought, followed by a comprehension task of the different schemes in the UK.                                                            |
| 10 | <p>Emerging (catching up): Kenya is a developing country so has less money to spend on managing its water.</p> <p>Achieving (keeping up): Kenya is a case study of how a developing country attempts to manage their water resources in varying ways, with positives and negatives.</p> <p>Excelling (going beyond): Kenya has managed its water in various ways at different scales. These have had positive and negative impacts on people, the economy and the environment.</p> | Description of Kenya's location and climate graph. Comprehension task of the ways that Kenya manages their water resources. A comparison task of UK and Kenya's management. |

# How is your progress measured in Geography? **Changing UK Landscapes** (Summer 1)

## Summer:

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mid-topic test (Quiz)    | <ul style="list-style-type: none"> <li>• Explain the formation of the three rock types</li> <li>• Identify characteristics of the three rock types</li> <li>• Identify examples of the three rock types</li> </ul>                                                                                                                                                                                                                                                   |
| End of topic test (SAQs) | <ul style="list-style-type: none"> <li>• Explain the formation of the three rock types</li> <li>• Identify characteristics of the three rock types</li> <li>• Identify examples of the three rock types</li> <li>• Describe the distribution of the three rock types and how they influence the shape of the land</li> <li>• Explain the impact of glaciation on the UK's landscape</li> <li>• Explain the impact of human activity on the UK's landscape</li> </ul> |

| Emerging                                                                                                                                                                                                                                                                                                           | Achieving                                                                                                                                                                                                                                                                                                                                                                                       | Excelling                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• I can identify one characteristic of each rock type</li> <li>• I can name an example of each rock type</li> <li>• I can describe the link between rock type and shape of the land</li> <li>• I can identify one human activity that impacts the UK's landscape</li> </ul> | <ul style="list-style-type: none"> <li>• I can identify one characteristic of each rock type</li> <li>• I can name an example of each rock type</li> <li>• I can explain how the rock type shapes the land</li> <li>• I can begin to explain how glaciation shaped the UK's landscape</li> <li>• I can identify the different types of human activity that impact the UK's landscape</li> </ul> | <ul style="list-style-type: none"> <li>• I can identify one characteristic of each rock type</li> <li>• I can name an example of each rock type</li> <li>• I can explain how the rock type shapes the land</li> <li>• I can explain how glaciation shaped the UK's landscape</li> <li>• I can explain the different types of human activity that impact the UK's landscape</li> <li>• I can explain how upland and lowland landscapes form</li> </ul> |

# Topic: Changing UK Landscapes

## *Summer Term 1 Golden Nuggets and Work Hard*

|   | Golden Nugget (tested through hinge questions)                                                                                                                                                                                                                                  | Work Hard (independent work checked via live marking)                                                                            |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 1 | Emerging (catching up): There are three rock types: sedimentary, igneous and metamorphic.                                                                                                                                                                                       | Video task followed by comprehension to complete a table on the rock types. Exam questions (1 and 2 markers).                    |
|   | Achieving (keeping up): There are three distinct rock types: Sedimentary, igneous and metamorphic which all form differently and different features.                                                                                                                            |                                                                                                                                  |
|   | Excelling (going beyond): There are three distinct rock types: Sedimentary, igneous and metamorphic which all form differently and different features – igneous rocks can have different sized crystals depending on whether they are intrusively cooled or extrusively cooled. |                                                                                                                                  |
| 2 | Emerging (catching up): The three rocks are found in different parts of the UK.                                                                                                                                                                                                 | Visualiser task about the distribution of different rock types. Comprehension task about the impact of rock type on relief.      |
|   | Achieving (keeping up): The distribution of rock types varies throughout the UK which shapes the relief of the land.                                                                                                                                                            |                                                                                                                                  |
|   | Excelling (going beyond): The distribution of the rock types vary throughout the UK and undergo different levels of erosion which shapes the relief of the land.                                                                                                                |                                                                                                                                  |
| 3 | Emerging (catching up): Upland landscapes formed from volcanoes in the past.                                                                                                                                                                                                    | Video task to explain Pangaea and tectonic plate movement. Exam question about influence of tectonic activity on UK's landscape. |
|   | Achieving (keeping up): Upland landscapes in the UK formed millions of years ago when volcanoes erupted here.                                                                                                                                                                   |                                                                                                                                  |
|   | Excelling (going beyond): Tectonic activity millions of years ago resulted in upland landscapes through plates converging.                                                                                                                                                      |                                                                                                                                  |
| 4 | Emerging (catching up): Lowland landscapes are made from sedimentary rocks.                                                                                                                                                                                                     | Video task followed by modelling under the visualiser of relief distribution in the UK.                                          |
|   | Achieving (keeping up): Lowland landscapes in the UK have formed over millions of years of erosion of sedimentary rock.                                                                                                                                                         |                                                                                                                                  |
|   | Excelling (going beyond): Lowland landscapes have undergone erosion due to sedimentary rocks being less resistant and permeable.                                                                                                                                                |                                                                                                                                  |
| 5 | Emerging (catching up): Glaciers make a U-shaped landscaped.                                                                                                                                                                                                                    | Video task followed by visualiser task to label the steps in the formation of a U-shaped valley. Exam question (2 marker).       |
|   | Achieving (keeping up): Past glaciation has resulted in U-shaped valleys in the UK's landscape as they slowly moved downhill.                                                                                                                                                   |                                                                                                                                  |
|   | Excelling (going beyond): Past glaciation has resulted in U-shaped valleys in the UK's landscape due to processes of erosion.                                                                                                                                                   |                                                                                                                                  |
| 6 | Emerging (catching up): Humans can change the landscape in different ways.                                                                                                                                                                                                      | Comprehension task (reading and table to complete) followed by exam questions.                                                   |
|   | Achieving (keeping up): Human activity (forestry, settlements and industry) have shaped and re-shaped the UK's landscape.                                                                                                                                                       |                                                                                                                                  |
|   | Excelling (going beyond): The development of areas can create impermeable surfaces leading to flooding. Removal of forestry can increase soil erosion and surface-run off.                                                                                                      |                                                                                                                                  |