

GEOGRAPHY

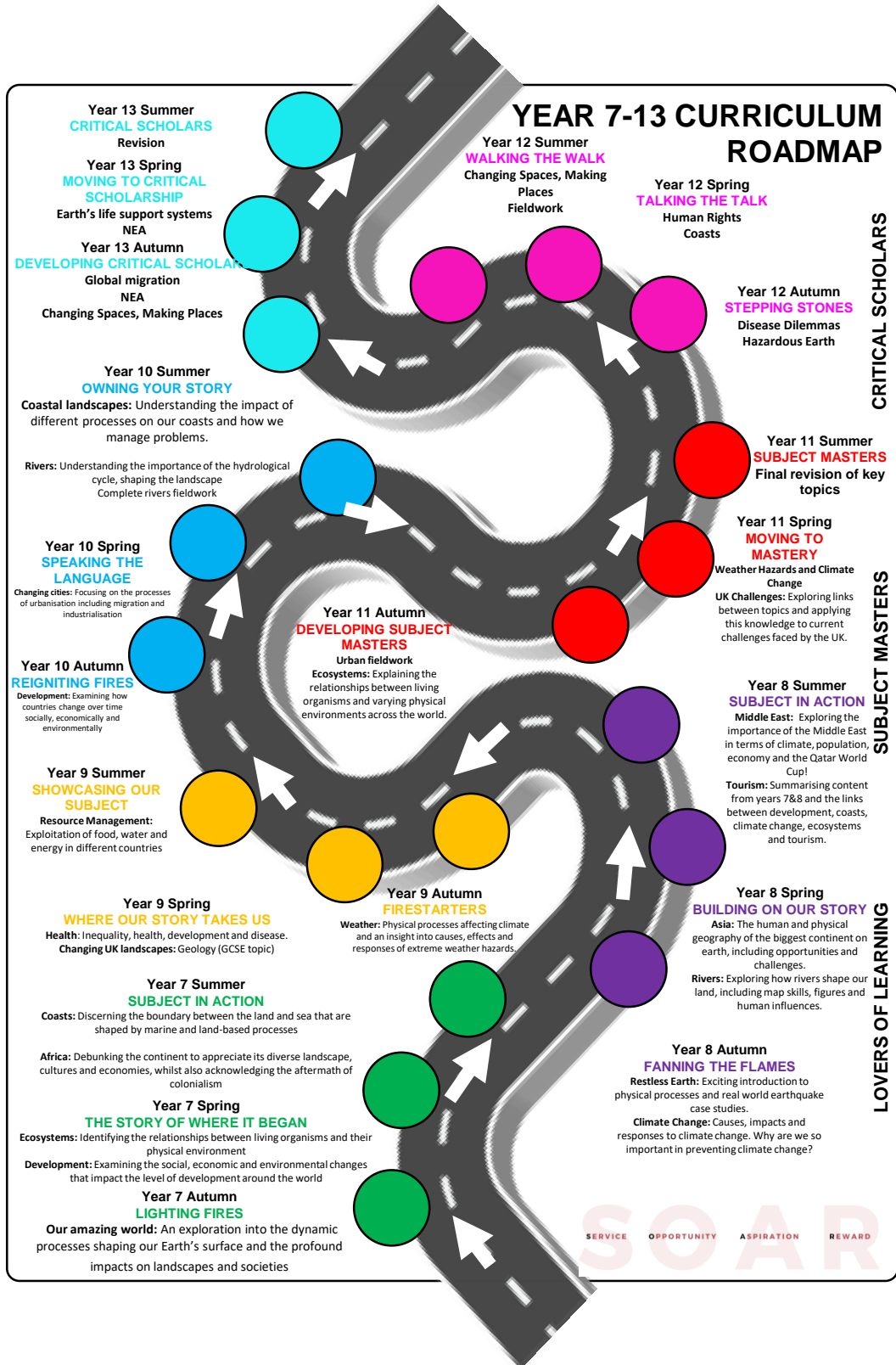


Head of Department: Mr Ciaran Matthews Murray

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?

Geography in Action: Horn of Africa

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

What are the causes of changing coastlines

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

Geography in Action

Case studies of Ethiopia, India and Singapore

Why does development happen?

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

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

How has human geography shaped Africa?

Population distribution, colonisation

What is the physical Geography of Africa?

Ecosystems; altitude; climate

Geography in Action

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

Geographical Investigation

Who killed Chico Mendez?

Geography in Action

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

What are ecosystems?

Identify the key features of ecosystems and describe how they work

'Our Amazing World': Human and Physical Geography meet

Why does Las Vegas 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:



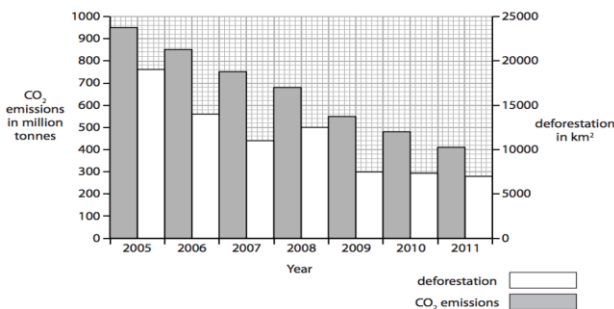
Title: Why is Freiburg so green?

1. Which famous Scientists developed his theory of evolution in the Galapagos Islands?	2. Which continent is shown in green? 	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 (infogram)?	<ul style="list-style-type: none"> Identify key human and physical features Identify location and explain how this affects the climate Identify key landscape fixtures
Why is our world so amazing (essay)?	<ul style="list-style-type: none"> Identify key human and physical features Identify location and explain how this affects the climate Identify key landscape fixtures

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

Our Amazing World

Autumn Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Know that there are 7 continents and 5 major oceans in the world and can identify and locate them on a map.	Label a blank world map and complete a short quiz on the locations of continents and oceans.
2	Las Vegas faces water shortages because of its desert climate and relies heavily on the overused Colorado River.	Locate Las Vegas on a map and link location to climate, then explore human influences (video and writing task).
3	The Galapagos islands are important because they are home to unique species found nowhere else on Earth.	Locate the Galapagos Islands on a map and link location to climate, then explore human influences (guided reading).
4	Freiburg is considered a green city because it uses renewable energy, has excellent public transport and plans its urban spaces sustainably.	Locate Freiburg on a map and then explore reasons why it is sustainable (comprehension task).
5	Africa has a wide range of ecosystems, including tropical rainforests, savannahs, deserts and Mediterranean landscapes.	Define and identify ecosystems in Africa, locate these on a map and then link to climate.
6	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.	Locate China on a map and explore the differences in rural and urban China (video task and statistical analysis).
7	The Great Barrier Reef is under threat from climate change, coral bleaching, pollution and over fishing.	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	Antarctica is a fragile environment and while tourism and fishing bring economic benefits, they also risk damaging its delicate ecosystem.	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"> Identify key adaptations Identify location of ecosystems I can explain how this affects the climate for ecosystems
Why is our world so amazing (essay)? (AP2)	<ul style="list-style-type: none"> Identify key human and physical features Identify location and explain how this affects the climate Identify key landscape fixtures

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 AND explain an adaptation for a plant OR 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 AND explain an adaptation for a plant AND animal</p>

Ecosystems: Autumn Term 2

Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	An ecosystem is a community of living organisms interacting with each other and their physical environment.	Define and identify different ecosystems around the world. To use compass directions and a world map.
2	The nutrient cycle describes how nutrients move through soil, plants, animals, and back into the environment.	To sketch and annotate the nutrient cycle within a deciduous woodland. To explain how nutrients move from one store to another.
3	In deciduous forests, animals adapt by hibernating or storing food, and plants lose their leaves in autumn to conserve energy in winter.	To locate deciduous forests on a map and then complete a guided reading on how plants and animals have adapted to it.
4	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.	To locate tropical rainforests on a map and then complete a guided reading on how plants and animals have adapted to it.
5	The Amazon rainforest faces challenges such as deforestation and illegal logging, but also offers opportunities like biodiversity and resources.	To organise information into challenges and opportunities and then complete an exam question. To complete a comprehension task on management.
6	Chico Mendes was a Brazilian environmental activist who was killed for fighting to protect the Amazon rainforest and the rights of rubber tappers.	To complete comprehension tasks about suspects for the case on who killed Chico Mendez (each involved in deforestation).
7	Hot deserts are dry, arid regions with very little rainfall, extreme temperatures, and specially adapted plants and animals.	To locate tropical rainforests on a map and then complete a guided reading on how plants and animals have adapted to it.
8	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.	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

Explain the causes of uneven development around the world (essay).	<ul style="list-style-type: none"> • Identify where in the world is developed and less developed • Identify reasons for uneven development • I can explain how these reasons impact development indicators
Is aid the best way to help developing countries (essay)?	<ul style="list-style-type: none"> • Identify what aid is and give an example • I can explain how aid can help a country to develop • I can explain reasons why aid may not be the best way to help a country to develop

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	Work Hard
1	Development is the process of a country improving the quality of life for its people, (better healthcare, education, and economy.).	To define development and identify what high and low development looks like. Comprehension task.
2	We can measure development using indicators such as GDP, literacy rate, life expectancy, and the Human Development Index (HDI).	To define development indicators and identify different development indicators. To compare statistics between countries.
3	Development is uneven across the world, with high-income countries mostly in the Global North and many low-income countries in the Global South.	To locate where development is high and low globally.
4	Uneven development is caused by factors such as colonial history, conflict, poor governance, lack of natural resources, and climate.	Watch a video on reasons for uneven development and then organise reasons into categories. Complete exam question.
5	Migration can be a result of uneven development, as people move from poorer to richer areas in search of better opportunities.	To complete a comprehension task on how low development results in migration. Complete a sorting task on causes and consequences of uneven development.
6	Disease is often more common in less developed countries due to poor healthcare, sanitation, and lack of access to clean water.	To identify regions with high rates of malaria and link this to levels of development. To complete a multiplier effect on this.
7	Aid can help a country develop by providing money, resources, and expertise.	To locate Ethiopia on a map and then explain how aid helps rural areas to develop faster. Exam question on aid.
8	Fair trade helps countries develop by making sure farmers and producers get a fair price for their goods.	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	Transnational Corporations (TNCs) can help by creating jobs and boosting the economy, but they can also exploit workers and damage the environment.	Define TNCs and organise information into positive and negative effects on a country's development.
10	Singapore has experienced rapid development due to its location and global trade links.	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 (diagram) .	<ul style="list-style-type: none"> Identify the features of a bar Identify the processes that form a bar I can explain step-by-step how a bar forms, with reference to the sketch
End of unit test (SAQs)	<ul style="list-style-type: none"> Identify coastal processes Identify coastal landforms I can explain how coastal processes may impact people and the environment

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	Work Hard
1	There are different types of waves, including constructive waves that build up beaches and destructive waves that erode the coastline.	To define key terms and then sketch the two different waves (with annotations). To watch a video on how these waves impact beaches.
2	Erosion is the process where waves wear away rock and land. Transportation moves sediment along the coast.	To define erosion and transportation. To complete a table on the four types of erosion and transportation (with sketches of each).
3	Landforms of erosion include cliffs, wave-cut platforms, caves, arches, and stacks.	To sketch the formation of headlands and bays, with detailed annotations in an order.
4	Landforms of deposition include beaches, spits, and bars.	To sketch the formation of a bar, with detailed annotations in an order.
5	Coastlines can be protected by sea walls and groynes, or beach nourishment and managed retreat.	To complete a comprehension task on coastal management methods. To organise information into advantages and disadvantages.
6	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.	To define storm surges and watch a video on how storm surges can impact people. To organise impacts into social, economic and environmental.
7	Map reading, grid references, and aerial photos are important to study and understand coastlines.	To identify locations on OS maps using grid references.
8	Human activity is changing Dubai's coastline through land reclamation and building artificial islands, which have economic benefits but also environmental impacts.	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.

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

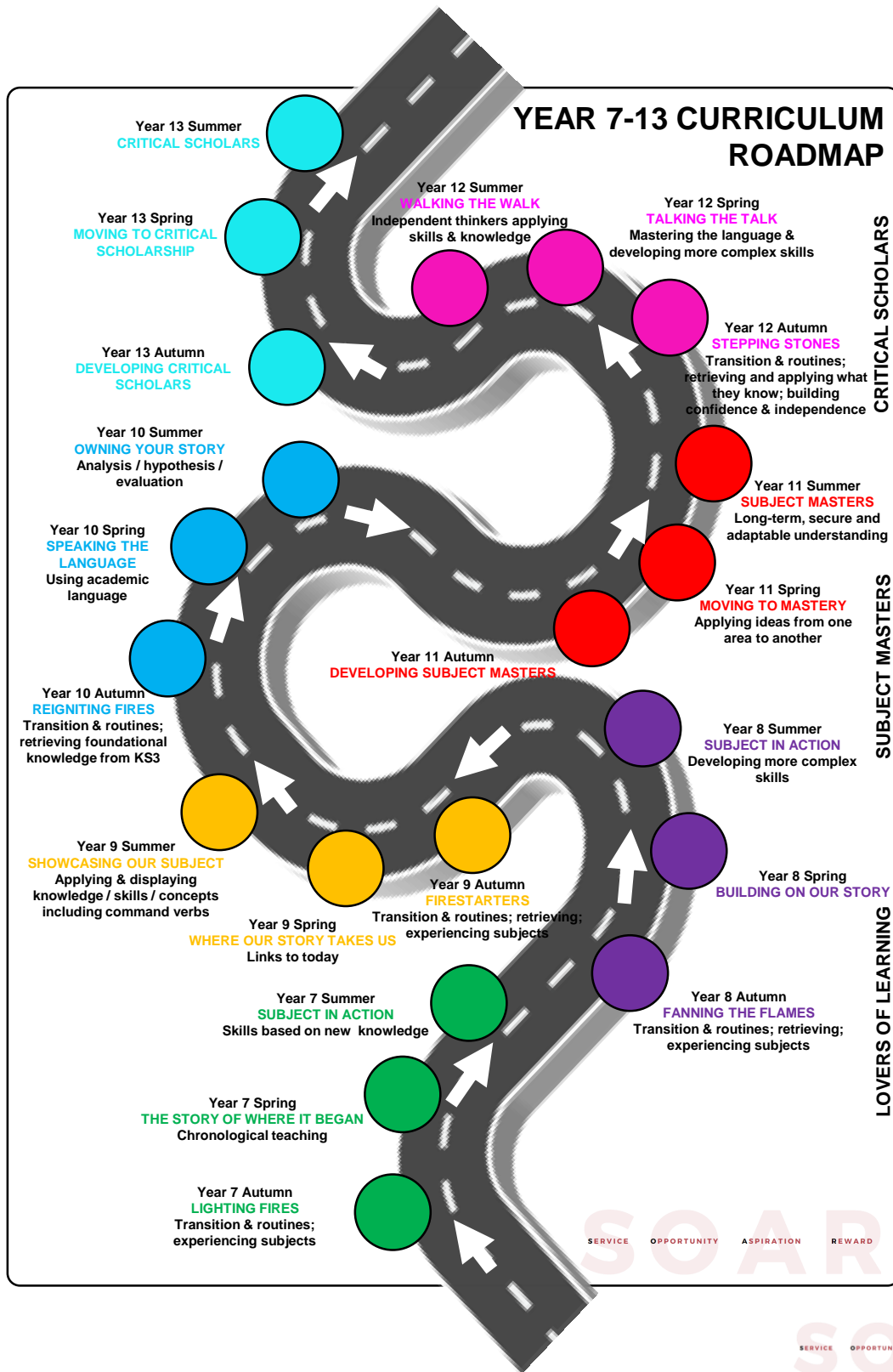
Emerging	Achieving	Excelling
<p>I can identify opportunities</p> <p>I can identify challenges</p> <p>I can state impacts of challenges on people and the country</p> <p>I can state impacts of opportunities on people and the country.</p>	<p>I can identify and explain opportunities</p> <p>I can identify 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	Work Hard
1	Africa's physical geography includes deserts, rainforests, savannahs, mountains, and major rivers like the Nile.	To define physical geography and identify physical features on a map of Africa. To use two maps to identify features and location.
2	Africa contains a variety of ecosystems, including tropical rainforests, savannah grasslands, deserts, and Mediterranean woodlands.	To locate ecosystems in Africa (line of latitude and country). To describe the climate and explain how this links to ecosystems.
3	Population in Africa is unevenly distributed. More people live near water sources and fertile land, and fewer in deserts and dense forests.	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.
4	Colonisation has exploited resources, disrupted societies, and created economic and political challenges.	To define colonialism and explore how it has impacted the borders in Africa (map task). To categorise impacts and explain how it impacted development.
5	The Horn of Africa features physical landscapes such as arid plains, mountains, and the Rift Valley.	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.
6	Living conditions in the Horn of Africa can be challenging due to climate extremes, limited access to water, and economic difficulties.	Comprehension task on how life varies throughout the Horn of Africa – links to physical features.
7	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.
8	Conflict in the Horn of Africa has led to displacement, economic hardship, and slowed development.	Comprehension task on conflict. To complete a multiplier effect on how conflict impacts development in the region.
9	The future of the Horn of Africa depends on peace-building, sustainable resource management, and international support.	To organise knowledge into positives and negatives and then judge whether the future is positive or negative for the Horn of Africa.

Year 8 Curriculum Roadmaps



Curriculum Intent

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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)

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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?

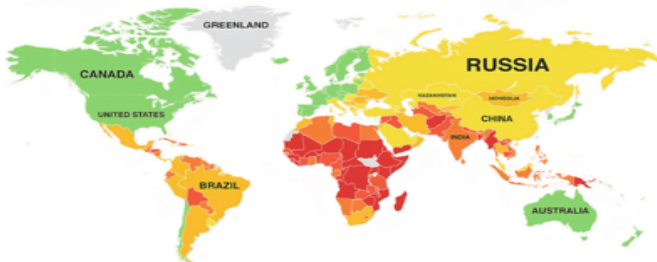
6. Which ecosystem is this describing?

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

- In which continent are most 'at risk' countries located?
- Name a country least at risk from climate change.
- Which continent is at the least risk overall from climate change?
- Name a country most at risk from climate change.
- 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"> Identify and describe the layers of the earth Identify locations of areas affected by our restless earth Explain how tectonic plates move
Earthquakes/Volcanoes in action (essay)	<ul style="list-style-type: none"> Identify how earthquakes/volcanoes occur Identify and locate a specific place that is affected by earthquakes/volcanoes Explain how earthquakes/volcanoes impact people, economy and environment

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	Work Hard
1	The Earth is divided into separate layers with different characteristics.	Sketch and annotate the structure of the earth.
2	Convection currents move the Earth's tectonic plates which causes tectonic activity.	Watch a video and complete a word gap on the different types of plates. Complete diagram on convection currents.
3	Due to tectonic activity and plate movement, earthquakes occur.	Watch video and complete comprehension on the formation of earthquakes.
4	Japan's 2011 earthquake left devastating impacts on people, economy and environment.	Watch video and complete comprehension task. Categorise impacts into social, economic and environmental.
5	Tsunamis occur when the sea bed uplifts due to huge earthquakes, causing some of the most disastrous natural events.	Watch video and complete comprehension on the formation of tsunamis.
6	Due to tectonic activity and plate movement, different volcanoes form and erupt.	Watch video and complete comprehension on the formation of volcanic eruptions.
7	Montserrat's 1995 eruption left devastating impacts on people, economy and environment.	Watch video and complete comprehension task. Categorise impacts into social, economic and environmental.
8	Volcanoes also provide important social and economic benefits that shape local and national identity.	Complete guided reading about how volcanic eruptions can create land. Rank the positive impacts of volcanoes for people.
9	Volcanoes and earthquakes both pose huge impacts on people and the environment – but which do you think is most severe?	Categorise and rank impacts of the two prior case studies. Extended writing piece.
10	People still choose to live in tectonically active zones because of their culture or economy, and are able to due to expert management.	Watch video and complete guided reading on managing tectonic hazards.

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"> • Identify human and natural causes of climate change • To explain how these causes result in climate change • To decide what causes climate change more – humans or nature
Topic Quiz (Climate Change)	<ul style="list-style-type: none"> • Define key term/s • Identify location of countries at risk (map skills) • I can explain how humans can cause climate change

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	Work Hard
1	Different key players have varied views on climate change due to their personal interests.	To read about people's views on climate change and watch a video about global issues created by climate change.
2	The Earth's climate has changed continuously throughout its history and impacts certain countries more than others.	Video task about climate change and describe the trend of global temperatures. Describes the countries most at risk.
3	Human activity such as deforestation and burning fossil fuels causes climate change.	Annotate a map with the greenhouse gases (pie chart). True or false task. Plot global CO2 emissions per country.
4	The greenhouse effect occurs when greenhouse gases in the atmosphere trap heat. Human activity is enhancing this.	Video task on the greenhouse effect. True or false task. Sketching the greenhouse effect and labelling key terms.
5	There are natural causes of climate change that have long existed before humans walked the planet – such as volcanic activity and orbital changes.	Video task on the natural causes of climate change. Guided reading about natural causes of climate change.
6	Climate change causes impacts on countries that effect people and the environment to varying degrees.	Plot data onto a grid map. Annotate countries affected by climate change.
7	An insight into how a specific community (Inuit) are impacted by climate change in terms of their culture and quality of life.	Guided reading about Inuit culture. Gap fill about ice cover. Comprehension about how climate change is affecting Inuit people.
8	Climate change results in disastrous ecological impacts that is resulting in species going extinct.	Gap fill on ecological breakdown. Comprehension task about how ecology is being impacted by climate change.
9	The Solomon Islands are slowly being submerged by sea level rise which is will result in climate refugees.	Describe the location of the Solomon Islands, video task and guided reading.
10	Another look at climate refugees, with a focus on another small island called Tuvalu, which may disappear in 70 years.	Describe the location of Tuvalu, describe the location of LECZs and video task.
11	A country's level of development hugely determines their capacity to mitigate and adapt to climate change.	Guided reading of a Guardian article, video task about solutions to climate change and categorise statements into mitigation and adaptation.
12	Humans can still change our habits and actions to prevent us from going past the tipping point.	Complete a personal carbo footprint test, video task about the COP26 and categorise statements into nations, communities and individuals.

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

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	Work Hard
1	Asia consists of uniquely beautiful and integral physical features that vary throughout the continent.	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	Asia is the largest continent in the world and climate varies throughout the continent.	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	India and China are the two most populous countries in the world, with a huge regional impact, but also global impact.	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	Mumbai in India is one of the most populous cities in the world due to the process of rapid urbanisation.	Key word match up task and describing the changes in urbanisation over time. To locate Mumbai on a map.
5	Rapid urbanisation is resulting in huge challenges for the people, economy and environment of Mumbai – with a specific insight into Dharavi (informal settlement).	Guided reading about how urbanisation has negatively impacted Mumbai (Dharavi) and a video task with questions about Dharavi, followed by categorising challenges.
6	Rapid urbanisation is resulting in huge opportunities for the people, economy and environment of Mumbai – with a specific insight into Dharavi (informal settlement).	To write a multiplier effect on the opportunities for people in Mumbai.
7	China's regional and global significance is growing at a rapid rate, through their intelligent transition from the primary to the secondary sector.	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	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.	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

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

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	Work Hard
1	The river is divided into components and landforms with different processes.	To define key terms and features of a river. Comprehension task about the journey of the Thames.
2	The upper, middle and lower courses have different features, landforms and processes that occur.	Complete a sketch and annotate the courses of a river. To complete the table of information about the courses.
3	Erosion, transportation and deposition occur in rivers which result in different 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	The upper course contains waterfalls which form due to processes of erosion.	To identify a waterfall. To sketch and annotate the processes involved in forming a waterfall. Complete assessment on this landform.
5	The middle course contains meanders which form due to processes of erosion and transportation.	To identify a meander. To sketch and annotate the processes involved in forming a meander.
6	The lower course contains levees which form due to processes of deposition and flooding.	To identify a levee. To sketch and annotate the processes involved in forming a levee.
7	Flooding and erosion pose hazards to people and the environment.	To identify causes of flooding (human and physical). To sketch a flood hydrograph in pairs using mini whiteboards.
8	People are able to management flood risk through ways that work with nature or through built-structures.	To define hard/soft engineering and identify examples of management. Judgement task – which management method is the best and why.
9	The River Nile is the longest river in the world which supports millions of people and species in surviving and thriving.	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? (Essay)	<ul style="list-style-type: none"> Describe what the Benoa Bay project is Explain the positives of the project Explain the negatives of the project Conclude about whether it should go ahead or not
Mid-topic test (SAQs)	<ul style="list-style-type: none"> Identify types of tourism Identify causes for the rise in tourism Describe the Butler Model Calculate/complete skills questions

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	Work Hard
1	Tourism has massively increased in recent human history and now can be divided into categories such as ecotourism and cultural tourism.	Define different types of tourism and analyse statistics around tourism. Categorise causes of increased tourism.
2	The Butler Model explains how places go through stages of tourism, showing their rise, stagnation and then decline or rejuvenate.	To describe the Butler Model and link each stage to a real world example.
3	Dubai has risen to become one of the most popular tourist destinations through targeted investment.	Comparison of Dubai (then vs now) and comprehension task on the reasons why Dubai has invested into tourism.
4	Dubai's rise in tourism has had negative impacts on certain people that live there.	Guided reading on the darker side of Dubai. Comprehension task on different lifestyles in Dubai.
5	Ecotourism is visiting locations without damaging the environment, which can offer solutions to local and global challenges.	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.
6	Tourism can bridge the gap between developed and developing countries gradually over time.	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.
7	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.	To locate The Gambia on a map and complete questions using a climate graph. To categorise positives and negatives of tourism for The Gambia.
8	Bali is a popular tourist destination in Indonesia due to its beautiful oceans and warm climate.	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.
9	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.	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.

Y9 Geography

Changing UK Landscapes: Human and Physical processes

How do human and physical processes alter the landscape?

Resource Management: Geography in Action

Case studies of water management in the UK and Kenya

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

Resource Management: Water

Identify, describe and explain how different landforms are created

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

Identify characteristics and explain formation of the three main rock types

Russia: Geography in Action

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

Russia: How has human geography shaped Russia?

Population, development and resources

Russia: What is the physical geography of Russia?

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

Health: What is the link between disease and development?

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

Health: Geography in Action

Case studies of Covid-19 and the NHS/WHO

Health: How do we measure health?

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

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.

Weather: What is weather

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

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.

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

Skills-based retrieval Do Now Task:

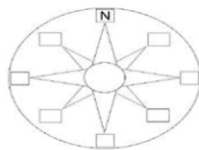
Title: Global distribution and availability of water

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 ³ /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)



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

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	Work Hard
1	Weather is day to day change of conditions in the atmosphere. Climate is the average weather over a long period of time	Use data to describe and explain seasonal differences in the UK
2	There are three different types of clouds which bring different types of weather.	Match the cloud with the description then explain the formation of different types of rain
3	In low pressure areas, rain and clouds are created. In high pressure areas, clear skies and calm conditions are created.	Use the diagrams to complete the word gap on high vs. low pressure areas, then complete the true or false activity.
4	The transfer of heat from the equator to the poles explains why we get hot/cold and wet/dry weather around the world	Label and annotate the global atmospheric circulation model, then complete the word gap to explain how it works.
5	Weather forecasts use different symbols to explain the weather	Complete the weather symbol quiz then use the weather map to create a weather forecast
6	Experience planning and conducting a field study	Complete risk assessment and data collection for field study
7	Our data proves that climate varies around the school grounds	Present, analyse and evaluate microclimate study
8	The development of a country impacts its' ability to deal with natural disasters such as flooding	Explain the causes, impacts and responses to the Pakistan floods of 2022.
9	The causes of wildfires can be both human and physical and they have significant impacts on humans and wildlife.	Assess the impacts and responses of the California wildfires
10	The impacts and responses of the Great Lakes winter storm can be categorised into social, economic and environmental	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"> Identify features of NGOs, the NHS and individuals Explain the responsibility of each on human health Evaluate who has the most significant role and why
Topic Quiz (Health)	<ul style="list-style-type: none"> Define key term/s Describe distribution of health outcomes nationally Explain links between development and disease

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	Work Hard
1	Life expectancy has increased globally and this is related to GDP per capita.	Use population pyramids and choropleth to explain global and regional variations in life expectancy.
2	The main reasons people are living longer in the UK is due to food supply, health and hygiene and safety.	Categories the statements into the three reasons, then explain how they help people to live longer.
3	Communicable diseases are common in developing countries and stop these countries from developing.	Describe the global distribution of malaria and explain how it stops a country from developing.
4	Non-communicable diseases are common in developed countries and area associated with lifestyle choices.	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.
5	Developing countries are at a disadvantage to receiving life-saving vaccinations.	Describe the distribution of covid-19 vaccinations worldwide and argue why the government should reduce the vaccine divide.
6	Developing countries face significant challenges to accessing healthcare. NGO, the NHS and individuals are all important to protecting health.	Identify problems with access to healthcare across the world and explain the importance of the NHS and NGOs for our healthcare.

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

Spring:

Explain two ways trees in the Taiga ecosystem adapted to the harsh conditions?	<ul style="list-style-type: none"> Identify two adaptations of a coniferous tree Explain why these adaptations are needed in the harsh Taiga ecosystem
Is Russia a prisoner of geography? (Extended writing)	<ul style="list-style-type: none"> Define key term/s Identify benefits and challenges of living in Russia To explain how the benefits and challenges of Russia impact people and the environment. To explain how Russia's geography prevents or contributes to its' development.

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	Work Hard
1	The west part of Russia is more developed than the east as it has more resources, higher population and better temperature.	Use the information to describe landforms, climate, population and type of work available in Russia
2	The climate varies across Russia	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	Taiga forest vegetation have adapted to the cold environment in special ways	Use map skills to describe the distribution of ecosystems in Russia, then describe and explain the adaptations of coniferous trees.
4	There are more people working in primary and secondary sector jobs in Russia than in the UK	Describe the distribution of resources in Russia and then explain the differences between economic sectors and identify examples of these
5	The population of Russia is unevenly distributed due to ecosystems, landscape and climate	Describe the distribution of population density in Russia, then use the figures to explain why it is distributed in this way.
6	Life in Siberia has many challenges, many of which are linked to the extreme cold	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	Russia planted a flag at the North Pole to develop the Arctic region which has caused problems to people and the environment	Read through the quotes about how Russia exploits the environment then argue whether you think it should be stopped.
8	The Chernobyl explosion caused many health problems and the Soviet government tried to respond in many ways, not of all which were successful.	Explain the causes, impacts and responses to the Chernobyl nuclear power plant explosion.
9	The two main reasons for the conflict are Russia's annexation of Crimea and the fact Ukraine wants to join Nato.	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	Russia is a prisoner of geography	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"> • I can begin to explain why low annual rainfall causes problems • I can name an example of a country that has low annual rainfall • I can describe one other reason why countries have water supply problems 	<ul style="list-style-type: none"> • I can explain why low annual rainfall causes problems • I can name an example of a country that has low annual rainfall • I can explain one other reason why countries have water supply problems • I can provide a conclusion which has my overall judgement on what the main reason is 	<ul style="list-style-type: none"> • I can explain the importance of low annual rainfall on water supply for a country • I can name an example of a country that has low annual rainfall • I can explain at least one other reason why countries have water supply problems and explain the importance of this reason • I can provide a conclusion which has my overall judgement on what the main reason is

Topic: Resource Management

Spring Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Biotic and abiotic resources are exploited for human benefit which impacts the environment.	Key word match up task followed by a video task and comprehension activity. A four mark exam question at the end.
2	Resources are unevenly distributed globally and within the UK.	Annotation of global resource distribution, comprehension task and video task.
3	Resources consumption is uneven globally due to level of development and access to resources.	Exam question with a bar chart and comprehension task.
4	Water resources are unevenly distributed due to local and global factors.	Annotation of water resource distribution globally and a comprehension task.
5	Water consumption is unevenly distributed globally due to levels of development and access to water.	Comparison of a map of HDI and map of water consumption to spot trends. Comprehension task followed by an exam question.
6	Problems with water exist in both developing and developed countries due to human activity and climate change.	Describe population density maps and precipitation levels. Describe the climate graph of the UK followed by a guided reading.
7	Individuals, organisation and governments have differing views on ways to resolve water shortages.	Comprehension task followed by a decision making task, then a series of exam questions.
8	Sustainable water management is crucial to facilitate a high quality of life for now and future generations.	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	The UK is a case study of how a developed country manages their water resources in varying ways, with positives and negatives.	Video tasks of BedZED and the 2022 drought, followed by a comprehension task of the different schemes in the UK.
10	Kenya is a case study of how a developing country attempts to manage their water resources in varying ways, with positives and negatives.	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"> • Explain the formation of the three rock types • Identify characteristics of the three rock types • Identify examples of the three rock types
End of topic test (SAQs)	<ul style="list-style-type: none"> • Explain the formation of the three rock types • Identify characteristics of the three rock types • Identify examples of the three rock types • Describe the distribution of the three rock types and how they influence the shape of the land • Explain the impact of glaciation on the UK's landscape • Explain the impact of human activity on the UK's landscape

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

Topic: Changing UK Landscapes

Summer Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	There are three distinct rock types: Sedimentary, igneous and metamorphic which all form differently and different features.	Video task followed by comprehension to complete a table on the rock types. Exam questions (1 and 2 markers).
2	The distribution of rock types varies throughout the UK which shapes the relief of the land.	Visualiser task about the distribution of different rock types. Comprehension task about the impact of rock type on relief.
3	Upland landscapes in the UK formed millions of years ago when volcanoes erupted here.	Video task to explain Pangaea and tectonic plate movement. Exam question about influence of tectonic activity on UK's landscape.
4	Lowland landscapes in the UK have formed over millions of years of erosion of sedimentary rock.	Video task followed by modelling under the visualiser of relief distribution in the UK.
5	Past glaciation has resulted in U-shaped valleys in the UK's landscape due to processes of erosion.	Video task followed by visualiser task to label the steps in the formation of a U-shaped valley. Exam question (2 marker).
6	Human activity (forestry, settlements and industry) have shaped and re-shaped the UK's landscape.	Comprehension task (reading and table to complete) followed by exam questions.