PARKSIDE
COMMUNITY SCHOOL

Geography

Learning Journey

Intent · Implementation · Impact

Curriculum Intent

'Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?' *Michael Palin, Former president of the Royal Geographical Society*

At Parkside, we want our pupils to understand and appreciate the world around them through studying the Earth's landscapes, peoples, places and environments. Through the investigation of the world which they inhabit and by developing the skills that accompany this, we aim to create knowledgeable, aware, compassionate and emphatic geographers with a desire to take the subject further.

We aim to offer pupils a diverse, relevant curriculum, that keeps up-to-date with current geographical issues, to encourage curiosity and wonder about the world our pupils inhabit. We hope to create knowledgeable and responsible young adults who care about the future of our planet. We feel that a sense of place is vital for understanding the world, and our broad sequence of learning has been carefully designed to build on pupils' knowledge from local to global environments. Key ideas are interlinked through physical and human topics, allowing pupils to fully understand the processes and interactions within and between them, such that pupils want to become responsible citizens.

We strongly believe that geography is a bridge between many subjects, due to the transferable skills that pupils develop while studying the subject. Geography crosses disciplinary boundaries incorporating mathematics, history, science and English, and we aim to help pupils to develop these vital skills and have the ability to use them to shape our future in a sustainable way. Numeracy, literacy, analytical and evaluation skills are all central to being a good geographer, as is the ability to use maps, Geographical Information Systems and graphical modes of communication. With this in mind, we aim to have geographical skills and techniques forming an integral and systematic part of our curriculum design, which are spaced and revisited year on year through skill focused 'Think and speak like a geographer' lessons. In an increasingly non-literary world, it is our responsibility, along with other subjects, to instill the gift of developing written communication and vocabulary, which we endeavour to methodically build into our schemes of learning. With these skills we hope that our pupils will be equipped with the tools to not only study geography at a higher level, but to also become successful and employable citizens.

We have also designed our curriculum with Parkside pupils in mind, aiming to combat and overcome the limited geographical understanding many of our pupils have upon entry. It is for this reason that geographical skills will be heavily focused upon, aiming to equip pupils with the necessary skills to not only appreciate the subject at a deeper level but to also gain success in external examinations and support their future life choices. Many of our pupils join us with a lack of exposure to national and global issues, with many rarely travelling beyond their own locality; we feel the curriculum should aim to open the eyes of the pupils to not only the world at large, but also national and local environments, allowing pupils to gain a sense of place, and an understanding of how they and their 'world' fits into that. To complement this, and due to some of the issues surrounding access to electronic devices domestically, we aim to incorporate more fieldwork and GIS into lessons. Our pupils also come from a diverse range of backgrounds, ethnicities and cultures and our curriculum aims to reflect this; opening minds, challenging stereotypes, and building upon the school-wide work on anti-discrimination. It is hoped this will encourage compassion amongst pupils about global habitats, communities and people.

Overall, Parkside aims to deliver an up-to-date, relevant and geography curriculum, designed to engender curiosity and wonder about the world. We want our pupils to be able to apply knowledge and conceptual understanding to new settings and prepare for life in the 21st century.

We want to encourage our pupils to value geography and the 'Cultural Capital' it provides. Our aim is that pupils think geographically about the changing world, becoming critical learners and knowledgeable, skillful and responsible citizens who care about the future of our planet.

Geography Curriculum Learning Journey

The Parkside Geography Curriculum Learning Journey meets the statutory requirements of the Geography National Curriculum in England.

H Carpenter – Director of Humanities.

Geography Curriculum Learning Journey

Implementation

Geography Curriculum Learning Journey

In geography we implement our curriculum through a variety of teaching approaches, alternating our focus between physical, human and environmental geography. We also study geography on differing scales - local, national and global. By taking this approach we hope it allows our pupils to make direct comparisons with their own locality and environment, helping to foster their own sense of place. It is crucial to their future that they have a confident and secure grasp of geography to make them a well-rounded and educated citizen. They should not only be familiar with the people and processes that have shaped with own environment, but the geography and issues that have shaped and are continuing to shape the world in the 21st century.

Collaborative curriculum planning is at the heart of our approach, and we are committed to a 3-year plan for developing our curriculum. The redevelopment of Key Stage 3, starting with our Year 7 curriculum (2021-22), offers the chance to update our curriculum to align with current educational thinking, and meet the needs of our pupils. As such, our curriculum is more inclusive, using approaches like 'geography in the news' to not only allow pupils to make links between themselves and their own environments, but also explore the diversity within the world. With this, and other aspects of the curriculum redevelopment, we hope to encourage pupils to value geography and the 'Cultural Capital' it provides.

Central to our planning is the embedding of key geographical skills, including literacy, numeracy, memory retrieval techniques and the development of applied field work, which we hope will allow our pupils to 'think like a geographer'. Developing pupils' problem-solving skills is another similar aim and, as such, opportunities to work on this are also included in our schemes of learning. To ensure our pupils are equipped for life in the 21st century, geographical information systems is another element that we aim to establish in our curriculum. All of these geographic and transferrable skills are regularly included in the planning for each year group at Key Stage 3, providing pupils the opportunities to practice and evolve these skills that are essential for success at Key Stage 4.

Memory retrieval is at the core of our curriculum, and the importance of this has become much more significant post-lockdown. We acknowledge the need to close the gap created by the disruption to learning that Covid-19 caused, and we believe systematical planned knowledge retrieval is vital for helping pupils catch-up and redevelop routines for learning. To these ends, we include at least one whole knowledge retrieval lesson per term, aiming to reduce this loss of learning, and respond to the needs of our pupils. In addition, our curriculum includes weekly low-stakes retrieval tasks ranging from 'Geog Your Memory' (GYM) activities, conundrums and quizzes, all aiming to provide time within the curriculum for pupils to recall prior learning and consolidate it. Our improving use of knowledge organisers has also fed into our work on memory and retrieval by enabling us to define the core curriculum knowledge our pupils require, and centering our approach around this.

Literacy skills will continually be developed across the key stages. The department has invested a lot of time developing our approach to 'Word Power' and disciplinary literacy, which sees essential vocabulary shared with pupils at the start of each topic. Word Power sheets are placed in the front of books with clear definitions, and these words are frequently used in lessons and included on our presentations, as well as on our classroom displays. The new vocabulary that our pupils are exposed to is also used and recalled through the inclusion of conundrum activities such as find & fix, scrabble, and vocab matching. To help embed this vocabulary further and develop the literacy skills needed for Key Stage 4 and beyond, we have systematically built in lessons that use guided reading techniques and poems into each topic area. Chances to evolve extended writing skills are also incorporated into each topic, using word banks, scaffolding techniques such as PEEL/DEE, 'I, We, You,' as well as model and walk through answers.

It is hoped that by using a variety of these techniques, pupils will gain the literacy skills needed to help them transition to Key Stage 4 and be successful, not only in external exams but also beyond the classroom.

We also hope that our pupils will begin to 'speak like a geographer,' and so opportunities for pupils to develop their oracy skills are also being integrated into the curriculum.

A range of summative and formative approaches to assessment are utilised within the geography curriculum. Termly 'GYM' tests focusing on each topic will allow us to understand the progress pupils are making, alongside other more formative methods of assessment. Pupils will also be assessed at the two whole school assessment points in line with school policy and data captures. These assessments will cover a number of aspects from the curriculum in each year group, as well as varying question styles. It is hoped that this approach, alongside lesson revision and preparing for such assessments, will allow pupils to transition into Key stage 4 more easily and develop the routines needed for future success. The outcomes of these assessments will then inform the planning of the geography staff, allowing them to respond to curriculum and pupil needs.

Please see ***Annex 1: Key Stage 3 Learning Journey*** for an overview of the full curriculum learning journey our pupils undertake when studying geography.

Geography Curriculum Learning Journey

Impact

The impact of our Geography Curriculum Learning Journey is defined through the accessibility pupils have to developing knowledge and the application of skills. This is determined through a number of measures:

- Knowledge and understanding of the 'Big Ideas'. Pupils will be able to speak with confidence about the significant events from the past and explain how they have impacted our society today. Pupils will be able to interrogate geographical information and data and be able to explain this verbally and through written responses. All pupils will be able to reach their own conclusions about geographical events and issues and justify their reasoning behind this.
- Formative Reporting of Pupil Progress will take place through assessments that take place each lesson and include pupil questioning, discussion, the completion of examination style questions and the completion of homework.
- Summative Reporting of Pupil Progress will take place through GCSE style examination paper assessments that are undertaken by pupils at the midpoint and end point of each Learning Journey. Parents/Carers receive a report following each mid and end point assessment to understand their child's current depth of knowledge and the support they need to further develop this knowledge both inside and outside of school.
- In-lesson learning, participation and belonging is measured by continually measuring pupil punctuality to lessons, rewards and sanctions, behaviour referrals, pupil voice and work-scrutiny. Our hope is that by continued positivity in these areas, our Geography Curriculum Learning Journeys are accessible and will, therefore, positively impact knowledge growth and skill application.
- GCSE Geography outcomes demonstrate the overall impact of our pupils' Geography Curriculum Learning Journey. GCSE Geography outcomes contribute to the Ebacc element of the school's Progress 8 score.
- Post-16 Progression has demonstrated a year-on-year increase in the number of pupils moving on to study A-Level Geography at sixth form schools and colleges.

Annex 1: Key Stage 3 Learning Journey

Year 7 Geography Scheme of Work; interleaved approach

Geography Curriculum Learning Journey

Topic 1: Map skills and the UK

Pupils will develop and extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. They will develop their map skills using grid references, direction and scale. They will learn about the key physical features and make-up of the United Kingdom.

Topic 2: Glaciers

Pupils will develop and extend their knowledge on the key processes in glaciation and how it shaped the UK landscape. They investigate Antarctica and the importance of this fragile continent. They will revisit grid references focusing on the Lake District.

Topic 3: Earning a living (GCSE Theme 1.3)

Pupils will develop and extend their knowledge on the key processes in human geography relating to economic activity in the primary, secondary, tertiary and quaternary sectors, and the use of natural resources. They will focus on earning a living in the UK, compare to other countries and investigate Fairtrade. Numeracy skills and data techniques will be introduced. Revisit glacial processes.

Topic 4: Rivers (GCSE Theme 2.2)

Pupils will learn about the water cycle, how rivers shape the land, river landforms (V-shaped valleys, waterfalls, gorges, meanders, oxbow lakes). This will link back to glacial processes and earning a living from rivers. They will investigate what causes floods; including the impacts and management of floods on the UK and Bangladesh. They will revisit OS map skills.

Topic 5: Africa

Pupils will develop and extend their knowledge of the physical and human features of Africa and the Horn of Africa through map skills. They will look at the ways different groups of people earn a living. They will investigate the four main biomes (after Topic 6).

Topic 6: Ecosystems (temperate deciduous forests) (GCSE Theme 3.1/3.2)

Pupils will investigate what world biomes and ecosystems are and the links within them, focusing on the UK. They will compare the temperate deciduous forest to the 4 biomes in Africa. Numeracy will focus on climate graphs.

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Year 7 Learning Outcomes

Geography Curriculum Learning Journey

	Key Words
Topic 1: Map skills 1. Know what physical, human and environmental geography is about. 2. Know what urban and rural areas are. 3. Name the 7 continents of the world and locate on a map. 4. Know what lines of latitude and longitude are. 5. Know about 8 compass points and how to use them to give, and follow directions. 6. Know what an ordnance survey map is. 7. Know how things are represented on an OS map and recognise some of the map OS map symbols. 8. Know what grid references are. 9. Be able to read 4 figure and 6 figure grid references. 10. Know how height is represented on a map – contour lines 11. Be able to read OS maps.	urban rural north south east west compass Rose grid Reference Ordnance Survey contour lines spot heights scale longitude latitude continent Equator contour lines relief
Topic 1: It's Your Planet – The UK 1. Know the difference between the United Kingdom and the British Isles. 2. Name which countries and nations make up the British Isles and label them on a map. 3. Use a map to label the main mountain ranges in the UK. 4. Locate and label at least six of the UK's main rivers. 5. Know which parts of the UK are the warmest, coldest, wettest and driest. 6. Describe the weather patterns in the UK. 7. Name at least six of the UK's biggest cities and say where they are. 8. Give at least four facts about the UK's economy. 9. Give at least four geographical facts about London, the UK's capital city.	population density Equator continent country nation region weather North Atlantic Drift windward leeward rain shadow population
Topic 2: Glaciers and Antarctica 1. Know what glaciers are made of and how they form. 2. Know what the difference is between an ice sheet and a mountain glacier. 3. Know the location of glaciers around the Earth and the reasons behind their location. 4. Know how glaciers shape the land they flow over – erosion, transport and deposition. 5. Describe how key glacial features have been formed: corries, arêtes, pyramidal peaks, U-shaped valleys, hanging valleys. 6. Identify glacial landforms on an OS map. 7. Describe and explain ways glaciers benefit humans. 8. Describe the location of Antarctica. 9. Describe a food-chain in Antarctica. 10. Explain why and how Antarctica should be protected. 11. Give some arguments for and against protecting Antarctica.	glacial glaciation plucking abrasion freeze-thaw weathering till moraine erratic drumlin ice age tundra iceberg erosion transport deposition glacial till corrie arête pyramidal peak U-shaped valley ribbon lake hanging valley terminal moraine lateral moraine ground moraine

Geography Curriculum Learning Journey

12. Suggest some ways to limit the impact of human activities on Antarctica.	
Topic 3: Earning a Living 1. Know what the difference is between goods and services. 2. Give definitions for the 4 types of economic activities: primary, secondary, tertiary and quaternary 3. Give at least two examples of jobs in each employment sector. 4. Describe how UK's employment structure has changed over time. 5. Know how and why the UK has lost many of its manufacturing jobs in the last 60 years. 6. Recognise that employment structures vary in countries of different levels of development (UK, China, Ghana). 7. Create different types of graphs to show employment structure in different countries. 8. Understand why work in different sectors is needed to bring us items such as a mobile phone. 9. Know what Fairtrade is and how it can help poor people.	economic activity primary sector secondary sector tertiary sector quaternary sector manufacturing economy industrialise post-industrial import export inland port high-value jobs multinational corporation Fairtrade
Topic 4: Rivers 1. Label some features of the water cycle and river landforms. 2. Describe how the water cycle works: flows and stores. 3. Describe how a river erodes, transports and deposits its material. 4. Describe the profile of a river from source to mouth. 5. Explain how v-shaped valleys, waterfalls, meanders and oxbow lakes are formed, using the correct vocabulary. 6. Identify river features on an OS map. 7. Describe the physical and human causes of a flood. 8. Describe and explain the impacts of a river flooding. 9. Suggest how rivers could be managed. 10. Give the advantages and disadvantages of strategies to manage rivers from flooding.	source mouth tributary confluence river basin watershed floodplain bed bank channel erosion solution abrasion hydraulic action attrition transport suspension evaporation precipitation surface runoff infiltration throughflow groundwater water table impermeable bedload V-shaped valley waterfall gorge plunge pool meander oxbow lake
Topic 5: Africa 1. Know where Africa is (point it out on a map of the world). 2. Know that some European countries played a big part in creating today's map of Africa. Explain how and name at least three of them. 3. Name *at least* 6 African countries and their capitals 4. Give at least 4 facts about the human geography of Africa – about people and their lives. For example, how big is the population? How many countries are in Africa? 5. Name some physical features of Africa – largest desert, mountain, river. 6. Name Africa's four main biomes and give at least 2 facts about each of them.	population population density colonise life expectancy exploit independence sparsely populated biome

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Topic 6: Ecosystems – temperate deciduous forests 1. Know what an ecosystem and biome is. 2. Name the living and non-living parts of an ecosystem. 3. Give examples of living and non-living links within ecosystems. 4. Draw a diagram to show how nutrients are recycled in the ecosystem. 5. Know what the temperate deciduous biome is. 6. Describe the vegetation in the temperate deciduous forest – draw a labelled diagram. 7. Know what producers and consumers are in the food chain. 8. Give (describe) a food chain in the deciduous forest. 9. Describe the weather in the temperate deciduous forest. 10. Read climate graphs (average temperature and precipitation/rainfall). 11. Calculate temperature ranges. 12. Describe and explain how the temperate deciduous forests are being used and destroyed. 13. Describe and explain how they can be managed in a sustainable way.	ecosystem environment fungi bacteria photosynthesis nutrients producers consumers decomposers food chain food web recycle	herbivore carnivore omnivore biomes vegetation deciduous adapted pollarding sustainable climate precipitation temperature range

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Year 8 Geography Scheme of work; interleaved approach

Geography Curriculum Learning Journey

Topic 1: Asia

Pupils will develop and extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. They will develop their map skills using an atlas and scale. They will learn about the key human and physical features of Asia. Linking to ecosystems and Africa topics from Y7.

Topic 2: Population (GCSE Theme 1.2 and 1.3)

Pupils will learn the key processes in human geography relating to population and the use of natural resources. They will further develop their map skills on describing population distributions and explain why population growth tends to be higher in poorer countries. They will should know how we depend upon Earth's resources and give examples to demonstrate how we have harmed our planet. Focus will be on Japan (linking to Asia).

Topic 3: Urbanisation (GCSE Theme 1.1)

Pupils will develop and extend their knowledge on the key processes in human geography relating to how urban areas grew (population link). Revisit map skills by describing distributions of urbanisation around the world. They will give the advantages and disadvantages of living in urban areas, explain why slums are formed and describe what they are like. Investigate how cities can become more sustainable. (Revisit this topic in Y9 climate change topic.)

Topic 4: Restless Earth

Pupils will learn about the key processes in physical geography relating to plate tectonics, the impact of natural hazards and mitigating risks. They will revisit the impacts of other natural hazards (flooding from Y7). Map skills focusing on distribution of natural hazards in particular Asia (Topic 1-3).

Topic 5: Coasts (GCSE Theme 2.1)

Pupils will learn about the key processes relating to hydrology and coasts. Revisit the water cycle, TED processes from rivers and glaciers (Y7), describe and explain how a number of coastal landforms are made, how and why the UK coastline is eroding,the impact this has on different groups of people (Y7 earning a living, Topic 2 and 3) and ways to protect and manage coastal erosion (link to Y7 river management and management of natural hazards topic).

Topic 6: Ecosystems tropical rainforests) (GCSE Theme 3.1/3.2)

Pupils will investigate biome tropical rainforests and ecosystems and the links within them, focusing on the UK. They will revisit and compare to the temperate deciduous forest. Numeracy will focus on climate graphs and pie-charts.

Geography Curriculum Learning Journey

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Year 8 Learning Outcomes

Geography Curriculum Learning Journey

	Key Words
Topic 1: Asia 12. Know where Asia is on a world map or globe. 13. Know which oceans and seas border Asia. 14. Know about Asia's history and past links with Europe, including Britain. 15. Name at least 12 Asian countries and their capitals and say roughly where they are. 16. Name, describe and locate Asia's main physical features. 1. The Himalayas (and two other mountain ranges) 2. The tallest mountain and largest lake 3. At least 5 major rivers 4. The 2 main deserts – Gobi and Thar 17. Give at least six facts about the human geography of Asia – about people and their lives. For example, how big is the population? 18. Name Asia's main biomes and describe what they are like.	distribution colonisation independence trade population density plateau peninsula biome tundra taiga steppe temperate coniferous permafrost
Topic 2: Population 1. Know roughly how many people there are on Earth right now. 1. Construct and read the population changes on a line graph. 2. Describe which parts of Earth are most crowded, and which the most empty. (Distribution) 3. Explain why population growth tends to be higher in poorer countries. (LICS) 4. Explain how and why life expectancy is changing. 5. Explain the problems a country might face if its population keeps falling. (Japan) 6. Give at least four facts to describe the UK's population. 7. Give three examples to show how we depend upon Earth's resources. 8. Give three examples to demonstrate how we have harmed our planet.	population distribution population density population growth rate life expectancy resources industrial revolution sparsely populated densely population sustainable population structure ageing population
Topic 3: Urbanisation 1. Know the difference between rural and urban. 2. Know what the Industrial Revolution was and explain how it affected the population of Manchester. 3. Explain why the Industrial Revolution led to an increase in urbanisation in the UK and other countries. 4. Give at least three facts to describe the pattern (distribution) of urbanisation around the world. 5. List some of the advantages and disadvantages of living in urban areas. 6. Explain why slums are formed and describe what they are like. 7. Suggest some ways cities can become more sustainable.	rural urban urbanisation settlements market town industrial revolution slums push factors pull factors urban decline regenerate sustainable city self-help schemes
Topic 4: Restless Earth	crust volcanoes

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1. Know and describe the three layers that make up the Earth. 2. Explain what the Earth's plates are, and how and why they move? 3. Describe the location of earthquakes and volcanoes and identify patterns. 4. Explain what causes earthquakes, and give examples of earthquake damage. 5. Explain what causes tsunamis and what kind of damage do they do. 6. Describe what volcanoes are and what kind of damage eruptions do. 7. Draw a labelled cross-section of a volcano; list the products from eruptions; and the damage they cause. 8. Give examples of short- and long-term responses to earthquake and volcano disasters. 9. Explain why poorer countries (LICS) may find it harder to cope with these disasters and protect people. 10. Know why people live near plate edges, even though these are danger zones.	mantle core convection current plate Ring of Fire seismic wave focus epicentre aftershocks seismometer magnitude Richter scale Tsunami aid agencies emergency	magma lava vent crater magma chamber geothermal energy fossil fuels
Topic 5: Coasts 1. Know what causes waves and how they shape the coast. 2. Know the three coastal processes (erosion, transportation and deposition). 3. Describe a number of coastal landforms and explain how they are formed – arches, stacks, stumps, wave-cut platforms. 4. Give five examples of how we use land along the coast. 5. Give at least two factors which contribute to coastal flooding. 6. Explain what a storm surge is. 7. Understand why the coastline is eroding fast in some parts of the UK. 8. Name at least five kinds of structures which we build to protect land and homes from the sea.	fetch tidal range erode transport deposit attrition hydraulic action solution abrasion bay headland	arch stack stump cave wave-cut platform wave-cut notch spit salt marsh groynes revetments rock armour longshore drift
Topic 6: Tropical Rainforests 1. Know where the world's tropical rainforests are (distribution) 2. Know what the climate is like in the Amazon Rainforest and give reasons for it 3. Can read and construct a climate graph and identify key features. 4. Describe the layers of the rainforest. 5. Explain how plants and animals adapt to live in the rainforest. 6. Know how indigenous tribes use the rainforest. 7. Understand how humans use the rainforest and their impact upon it. 8. Understand how humans can manage the rainforest sustainably.	vegetation food chain decomposer producer consumer climate precipitation temperature herbivore omnivore	carnivore photosynthesis ecosystem coniferous climate graph deforestation sustainable indigenous adaptation management

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Year 9 Geography Scheme of work; interleaved approach

Geography Curriculum Learning Journey

Topic 1: Russia (GCSE Theme 3.2 ecosystems)

Pupils will learn the key processes in human geography relating to: population and urbanisation (Y8 topics), international development, economic activity (Y7 topic), and the use of natural resources. They will understand how human and physical processes interact to influence, and change, landscapes, environments (Y7 and Y8 ecosystems topics) and climates, and how human activity relies on the effective functioning of natural systems. They will describe and explain population distribution on maps (Y8 population) and interpret climate graphs. (Recall of Y7 UK climate and Y8 rainforest climate.)

Topic 2: Development Issues (GCSE Theme 1.3)

Pupils will identify different social and economic development indicators, construct and interpret techniques to display this data (numeracy) and use to identify the level of development of countries – Malawi, UK and Singapore (Y8 Asia topic). Pupils will investigate the reasons for the development gap, how we can try to reduce it and extreme poverty in the world (Y8 population and Y7 earning a living, Fairtrade end employment structures).

Topic 3: Earths Resources (GCSE Theme 3.3 and 3.4)

Pupils look at how we use and manage the Earth's natural resources, the global distribution of water, renewable and non-renewable energy, and the process of desertification.

Topic 4: Weather and climate (GCSE Theme 2.3)

Pupils will learn what weather is and what causes it, the types of rainfall and the causes for each (Y7 water cycle rivers), what kind of weather is associated with low pressure (depressions), high pressure in winter, and high pressure in summer (impact of natural hazards Y8), the factors which influence climate and describe the different climatic regions.

Topic 5: Climate change (GCSE Theme 2.4)

Pupils will learn what climate change is, the greenhouse effect, the physical and human causes, impacts and actions that can be taken to reduce the greenhouse gases. Revisit the impact of climate change on Topic 2 development of countries, Topic 3 Earth's resources and Y8 impact on coastal communities.

Topic 6: Sustainable Tourism (GCSE Theme 1.2/3.2)

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Pupils will investigate the benefits and problems tourists can bring to an area (Peak District) and sustainable management. Revisit Y7 deciduous ecosystems, Y9 Earths resources and management of rivers Y7 and coasts Y8.

Year 9 Learning Outcomes

	Key Words
Topic 1: Russia 19. Know where Russia is and what its full name is. 20. Locate key physical features on a map of Russia – rivers, plains, mountain ranges, seas, lakes, peninsulas. 21. Name, locate and describe the key features of the different climate zones and biomes. 22. Know what permafrost is and where will you find it in Russia. 23. Describe and explain the pattern of population density in Russia. 24. Locate the key human features on a map of Russia: two biggest cities, top holiday resort (Sochi); four ports, city at the eastern end of the Trans-Siberian railway. 25. Describe the location of the Sakha Republic and European Russia. 26. Give six geographical facts about the Sakha Republic and European Russia. 27. Compare Sakha Republic to European Russia region. 28. Evaluate whether mining should continue in the Sakha Republic.	European Russia Siberia exclave revolution communism climate biome permafrost taiga tundra peninsula enclave democracy poverty line
Topic 2: International Development 1. Know what LICS, NICS and HICS are. 2. Know that countries' development differs– social, economic, cultural and environment. 3. Give the characteristics of a low-income country (LIC) and a high-income country (HIC). 4. Name some social and economic development indicators. 5. Construct and interpret a variety of techniques used to display development indicators. 6. Describe the distribution of HICS, NICS and LICS. 7. Evaluate the relevance of the Brandt line (North-South Divide). 8. Case study of a LIC: Malawi. Give six facts about it and its level of development. 9. Case study of Singapore. Give six facts about it and its level of development. 10. Explain why some countries are much less developed than others. 11. Explain why it is risky for a country to depend on one or two commodities. 12. Suggest and explain how different groups can help to put an end to extreme poverty in the world. The poorer countries, the richer countries, individuals like you. 13. Know how Fairtrade can help farmers and villages in LICS.	development Low Income Country (LIC) High Income Country (HIC) Newly Industrialised Country (NIC) colony corruption cash crop commodity infrastructure GDP per person (PPP) Life expectancy Adult literacy rate GNI – Gross National Income HDI – Human Development Index NGO – Non-Governmental Organisation microfinancing
Topic 3: Living off the Earth's resources 1. Know what natural resources, renewable and non-renewable resources are. 2. Describe and explain how fossil fuels impact on people and the environment.	natural resource renewable resource non-renewable resource fresh water grey water

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3. Countries are cutting back on using oil. What's the main reason? 4. Give the advantages and disadvantages of using non-renewable and renewable resources. 5. Know what do these terms mean: *fresh water, groundwater, irrigate, water stress.* 6. Know what the main use of fresh water is around the world. 7. Give four examples of things we could do to reduce water stress. 8. Describe what and where the Earth's drylands are. 9. Explain why desertification is a major world problem. 10. Explain the three activities in the Sahel which: lead to desertification, could help to reverse desertification.	groundwater aquifer irrigate water cycle desertification drylands biomass hydroelectricity tidal power solar farms	
Topic 4: Extreme Weather 1. Explain what *weather* is and the key features of weather. 2. Explain the difference between weather and climate. 3. Read synoptic charts (weather maps). 4. Construct and interpret climate graphs. 5. Describe three different types of rainfall and the causes for each. 6. Understand what kind of weather you would associate with high pressure in winter and high pressure in summer. 7. Explain the SEE impacts of high pressure. 8. Suggest management strategies to reduce the impact of high pressure. 9. Know why the weather in the UK can change very quickly. 10. Understand what kind of weather you would associate with low pressure 11. Know what is meant by a depression and how they are formed. 12. Explain the SEE impacts of low pressure. 13. Suggest management strategies to reduce the impact of low pressure. 14. Understand the factors which influence climate. 15. Give at least four examples of Earth's different climatic regions.	Weather climate temperature precipitation air pressure wind speed wind direction low pressure high pressure air mass warm front cold front depression Met Office convection currents	convectional rainfall water vapour condense relief rainfall frontal rainfall cumulus clouds stratus clouds windward leeward latitude altitude NAD (North Atlantic Drift)
Topic 5: Climate Change 1. Describe how global temperatures have changed since the end of the last ice age. 2. Explain the difference between climate change and global warming. 3. Explain what greenhouse gases are and the greenhouse effect – and name at least two of them. 4. Explain why carbon dioxide emissions are a particular concern for us. 5. Explain the physical and human causes of climate change. 6. Explain how the burning of fuels in one country affects people in other countries. 7. Predict six ways in which climate change will affect our world. 8. Predict four ways in which climate change will affect the UK. 9. Describe four actions we can take as individuals to reduce carbon dioxide emissions. 10. Describe two actions which governments could take and two actions which scientists could take, to reduce carbon dioxide emissions.	global warming climate change emissions carbon dioxide methane tundra permafrost local actions global effects	
Topic 6: Sustainable Tourism 11. Know what is meant by the tourist industry. 12. Describe the trends in international tourism.	Tourism National Parks footpath erosion	

13. Explain the reasons for these trends. 14. Investigate tourism in two contrasting places: Benidorm and Gambia. 15. Explain the SEE impacts of tourism on an area. 16. Suggest ways to manage tourism in a sustainable way. 17. Explain what eco-tourism is and the benefits and problems it causes to an area. 18. Know what National Parks are and why they are important. 19. Name, locate and label the UK National Parks on a map. 20. Describe the location of the Peak District. 21. Explain the impacts of tourism on the Peak District. 22. Explain how footpath erosion is caused. 23. Suggest ways to manage sustainable tourism in the Peak District.	ecotourism sustainable