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**WORD
POWER!**

‘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 the heart of our Key Stage 3 Geography curriculum is the development of both geographical knowledge, geographical and thinking skills that allow students to understand, interpret, and respond to the world around them. Numeracy, literacy, analytical and evaluation skills are all central to being a good geographer, as is the ability to use maps. Our intent is to equip students with a robust foundation in the fundamental principles of geography, while embedding key geographical skills and disciplinary literacy that will support their further study and lifelong learning. We aim to offer students a diverse, relevant curriculum, that keeps up-to-date with current geographical issues (Geography in the News), to encourage curiosity and wonder about the world our students inhabit. We want to encourage our students to value geography and the ‘Cultural Capital’ it provides. Our aim is that students think geographically about the changing world, becoming critical learners and knowledgeable, skilful and responsible citizens who care about the future of our planet.

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

Key aims:

- 1. Knowledge of Physical and Human Geography:** We have designed our curriculum with Parkside students in mind, aiming to combat and overcome the limited geographical understanding many of our students have upon entry. Students will gain a solid understanding of the physical processes shaping the Earth’s environment (such as weather, climate, and tectonics) and human geography (including population dynamics, urbanisation, and economic systems). This knowledge will enable them to engage meaningfully with contemporary global issues, from exploitation of tropical rainforests, climate change to migration.
- 2. Development of Geographical Skills:** Geography is not just about knowing facts but about how to investigate and interpret them. We strongly believe that geography is a bridge between many subjects, due to the transferable skills that students develop while studying the subject. We aim to help students to develop these vital skills and have the ability to use them to shape our future in a sustainable way. 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.

We aim to develop students’ practical geographical skills, which include:

- **Fieldwork Skills:** Students will plan, conduct, and analyse fieldwork investigations, using various data collection techniques such as surveys, observation, and mapping. Each year group have the opportunity to develop their fieldwork skills
- **Map and Atlas Skills:** Students will refine their ability to interpret and create a range of maps (topographic, thematic, and digital) and use geographic information systems (GIS) to analyse spatial data.
- **Data Interpretation:** Students will engage with both qualitative and quantitative geographical data, using statistical techniques to interpret patterns and trends.
- **Use of Geographical Skills:** Familiarity with key skills such as compass directions, scale, grid references, and the ability to draw and interpret graphs and charts is essential.



- 3. Enhancing Disciplinary Literacy:** Geography as a discipline has its own language and ways of thinking. It is our intent to help students acquire the disciplinary literacy necessary to understand and communicate geographical concepts. This includes:
- **Understanding Key Geographical Vocabulary:** Students will learn to use geographical terms with precision (e.g. ecosystem, sustainability, migration, development) and apply them appropriately in their writing and discussions. We regularly use ‘WordPower’ to highlight new vital vocabulary during topics and revisit from other topics. Through homework and quizzes, we reinforce the definitions of key words.
 - **Critical Thinking and Argumentation:** Students will be encouraged to engage with geographical issues, developing their ability to formulate well-supported arguments and respond to geographical problems with evidence-based reasoning.
 - **Effective Communication:** Students will be taught how to present their findings clearly and coherently in both written and verbal formats, using appropriate geographical terminology to convey their ideas.
- 4. Building Global Awareness and Citizenship:** Geography provides students with the tools to understand the interconnectedness of people, places, and environments across the globe. We hope to create knowledgeable and responsible young adults that care about the future of our planet. We aim to foster global citizens who are:
- **Informed and Engaged:** Students will understand the impact of human actions on the environment, how local actions can have global consequences, and vice versa. They will also appreciate diverse perspectives on issues such as sustainability, social inequality, and global development.
 - **Empathetic and Responsive:** Encouraging an ethical approach to geographical issues, students will develop a sense of responsibility toward creating a more sustainable, just, and equitable world.
 - **Careers linked to Geography:** Geography opens doors to a wide range of exciting and meaningful careers. We introduce students to the many pathways that geographical knowledge and skills can lead to—from urban planning, environmental consultancy, and GIS analysis, to roles in international development, sustainability, disaster management, and policy-making. We aim to help students see geography as a subject that is not only academically rigorous, but also highly relevant and applicable to the world of work. We foster an understanding of how geography can shape future career choices.
- 5. Cultivating a Sense of Place and Space:** Many of our students 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 students to not only the world at large, but also national and local environments, allowing students to gain a sense of place, and an understanding of how they and their ‘world’ fits into that. 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. Through the study of different places around the world, students will develop a sense of place – an understanding of the characteristics that define regions and how they interact with human populations. In this way, they will begin to appreciate how space and place influence daily life, culture, and society. We utilise the cultural diversity within Parkside School, using Student Voices, when teaching the themes on diversity in Africa and Asia.

Long-Term Impact: By the end of Key Stage 3 and Key Stage 4, we aim for students to:

- Have a deep understanding of key geographical concepts and processes.
- Be able to apply geographical skills to solve real-world problems.
- Communicate geographical ideas with confidence, using both academic and everyday language.
- Be prepared for further study at GCSE and beyond, with a strong foundation in both disciplinary literacy and geographical inquiry.

At Parkside school, the implementation of the Geography curriculum is carefully structured to ensure that all students develop a secure and coherent understanding of the world around them, supported by high-quality teaching, regular opportunities to practise key skills, and a strong focus on disciplinary thinking and vocabulary.

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 students. As such, our curriculum is more inclusive, using approaches like 'geography in the news' to not only allow students 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 students to value geography and the 'Cultural Capital' it provides.

Curriculum structure and Sequencing: How we teach geography

- Our Geography curriculum is carefully planned to ensure that learning is sequenced and meaningful from Year 7 to Year 9. Each year builds on the last, with topics that range from local ecosystems and weather patterns to global population trends, climate change, and sustainable development. Students explore both physical and human geography, developing a deep understanding of places, processes, and global interdependence.
- 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 systematic planned knowledge retrieval is vital for helping students catch-up and redevelop routines for learning. Knowledge is revisited regularly through low-stakes quizzes, Geog your Memory task, retrieval activities, and cumulative assessments to support long-term retention and fluency.
- All year groups have 5 lessons a fortnight. Each lesson is 1 hour long.

Geographical Skills and Fieldwork

Geographical skills are taught explicitly and embedded across all units. These include:

- Map reading and interpretation (OS maps, GIS, digital mapping, satellite imagery)
- Data analysis and presentation (graphs, choropleth maps, climate data)
- Fieldwork enquiry and geographical investigation (planning, data collection, analysis, evaluation)

We ensure all students have opportunities to engage in practical geography through fieldwork—both in the local area and through virtual explorations—so they can apply their knowledge to the real world.

- Year 7 – Investigate the ecosystem around school, and also the environmental quality on site. They investigate the types of employment of their class comparing to UK data (World of Work).
- Year 8 – Investigate the microclimate of Parkside School. They investigate migration patterns in Sheffield through the use of secondary qualitative surveys.
- Year 9 - Investigate tourism patterns within their own community, from designing their own survey questions, conducting the research to drawing conclusions from the data techniques and numeracy skills. They also decide whether Parkside School is at risk from flooding in the future (infiltration rates on the school site). Students have the opportunity to participate in a Residential at Castleton focusing on sustainability and linking to lessons on National Parks.

Supporting Literacy and Vocabulary

We place a strong emphasis on developing disciplinary literacy to support students in reading, writing, and communicating like geographers – Speak and Write like a Geographer.

Key strategies include:

- **Word Power** - Explicit teaching of tier 2 and tier 3 geographical vocabulary, embedded in lessons and displayed in classrooms. Students are provided with the key words for each unit. Homework will be based around learning and understanding these key words. 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 students are exposed to is also used and recalled through the inclusion of conundrum activities such as find & fix, scrabble, and vocab matching.
- Use of learning journeys, knowledge organisers, glossaries, and reading scaffolds to build students' confidence with subject-specific texts.
- Structured opportunities for extended writing and debate, where students learn to construct arguments, interpret sources, and evaluate evidence using geographical language. Using word banks, scaffolding techniques such as PEEL/DEE, 'I, We, You,' as well as model and walk through answers.
- **Command words** used in assessments (e.g. "describe", "explain", "evaluate") are explicitly taught to ensure students understand how to respond accurately and with confidence.
- Use of **Guided reading techniques** on topical issues like exploitation of the tropical rainforest in Brazil
- **Reading for Pleasure** - Use of **Fictional text and Non Fictional** reading for each year group, besides the use of poetry.



Assessment and Progress

Assessment is used formatively and summatively to inform teaching and measure student progress.

Each unit includes:

- **Formative assessments:** retrieval quizzes, hinge questions, live marking, verbal feedback and homework
- **Summative assessments:** end-of-unit tests (Geog Your Memory GYM tests) combining knowledge recall, map skills, data interpretation, and extended written responses.
- **School reporting points** -Each year group have two bigger exams linking to the 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. They are designed to build GCSE readiness and provide clear feedback to inform their next steps using exam wrappers.

Careers and Real-World Connections

Geography opens doors to a wide range of careers in areas such as environmental management, urban planning, international development, sustainability, and disaster response. Throughout KS3, we introduce students to the relevance of geography in the world of work, using real-life case studies, and topical issues to bring the subject to life. For each topics studied, we ensure there is a career linked to that topic.

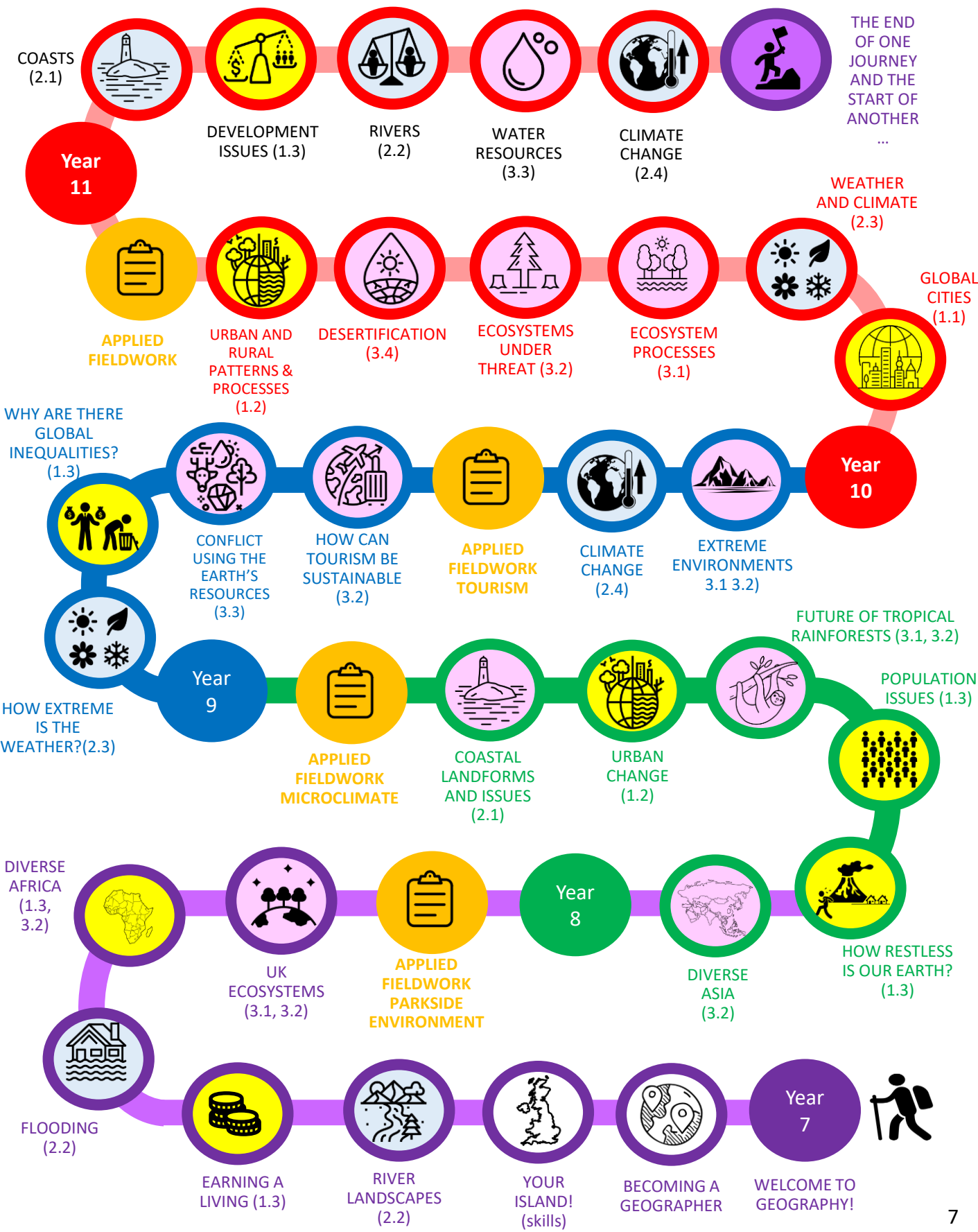
Support for All Learners: Inclusive and Ambitious for All

We ensure that every student, regardless of background or ability, can access and enjoy geography. Lessons are planned with appropriate support and challenge, including scaffolded tasks, vocabulary support, and enrichment opportunities to stretch and inspire.

The impact of our Geography Curriculum Learning Journey is defined through the accessibility students have to developing knowledge and understanding of geographical concepts and processes, 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 geographical issues and explain how the impacts on people (social), economy and the environment. Oracy tasks identified on schemes of work. 'Geography in the News' is used to make students aware of current issues and up to date case studies are used.
- **Range of topics** covering all National Curriculum topics for KS3 and Eduqas B Geography spec for KS4.
- **Retrieval of knowledge, understanding and skills** – Geog your memory tasks, quizzes, as starters and plenaries. Interleaving of topics throughout the KS3, building upon prior knowledge. Quizzes are set as homework using Satchel One Show My Homework to support learning.
- **Disciplinary literacy activities in all topics** – guided reading, Fiction and Non Fictional texts, poems, regular use of word power to consolidate students understanding of key terminology.
- **Geographical and numerical skills identified in all schemes of work** – Students will be able to select, interpret and display geographical information, and draw conclusions. They will use a variety of statistical data particularly central tendency. They regularly use variety of maps to locate places around the world – OS maps, political, relief, choropleth.
- **Applied fieldwork in each year group**– opportunities for students to collect primary data (qualitative and quantitative data), select and construct different data techniques to present their results, draw conclusions and evaluate the process of primary data. They will use secondary data and GIS activities.
- **Formative Reporting of Student Progress** will take place through assessments that take place each lesson and include student questioning, discussion, the completion of examination style questions and the completion of homework. During each term, KS3 students are given a mini gym test which are generally short questions covering the current topic and the previous term topics usually out of 25/30 marks.
- **Summative Reporting of Student Progress** take place through GCSE style examination paper assessments that are undertaken by students at the midpoint and end point of each Learning Journey. Whole class exam wrapper feedback sheets are used to help students identify their own areas for development. Parents/Carers receive a report following each mid and end point assessment following the schools reporting system.
- **In-lesson learning**, participation and belonging is measured by continually measuring student punctuality to lessons, rewards and sanctions, behaviour referrals, pupil voice and work-scrutiny. Our hope is to continue 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 students Geography Curriculum Learning Journey. GCSE Geography outcomes contribute to the EBacc element of the school's Progress 8 score.
- **Post-16** Progression has demonstrated students move on to study A-Level Geography at sixth form schools and colleges. Some students continue their love of geography at Degree level. Examples include degrees in Oceanology, Meteorology, environmental sustainability and teaching.
- **Contribution to whole school initiatives like** special day events such as World Book Day and Culture Day, as well as enrichment activities (Y9 residential at Castleton).

Geography department 5 year learning journey



Key Stage 3 termly overview

		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	review 2021-22	1. What is geography?	2. How diverse is the UK?	4. How can people earn a living?	5. What happens when rivers flood?	6. Africa – a diverse continent?	EXAM 2 – RP2
		Map skills	3. How do rivers shape our landscape? EXAM 1 – RP1	Applied Fieldwork (class survey of economic activities)	(Voices impact of flooding and management)	(Voices – Parkside students share life in African countries)	6. UK Ecosystems Applied Fieldwork (school environment and ecosystems)
Year 8	review 2022-23	1. Asia – a diverse continent?	2. How Restless is our Earth? (volcanoes)	4. What is the future for our tropical rainforests?	5. Growing urban areas: a blessing or curse?	6. What happens where the land meets the sea?	EXAM 2 – RP2
		(Voices – Parkside students share life in Asian countries)	3. How and why are populations changing? (Voices Sheffield migrants – secondary data enquiry) EXAM 1 – RP1	(Voices Indigenous populations)	(Voices informal settlements)	(Voices impact of coastal erosion and management)	7. What is the microclimate of Parkside school? Enquiry applied fieldwork
Year 9	review 2023-24	1. How extreme is the weather?	2. Why are there Global Inequalities?	3. Why is there conflict using the Earth's Resources?	4. How can tourism be more sustainable?	5. What are the impacts of climate change?	EXAM 2 – RP2
		(Voices impact of extreme weather – Haiyan etc)	(Voices – dollar street) EXAM 1 – RP1	(Voices impact of fracking /resource management)	(Fieldwork – tourism enquiry)	(Voices impact of climate change – Vanessa Uganda)	6. Why are some environments extreme? Applied Fieldwork (infiltration)



Topic 1: Becoming a Geographer and the UK



Students 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: What processes are at work in a river?



Students will learn about the hydrological (water) cycle, how rivers shape the land through the processes of erosion, transportation and deposition. They will recognise and explain how different river landforms are created (V-shaped valleys, waterfalls, gorges, meanders, oxbow lakes).

Topic 3: How do people earn a living?



Students 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 how Fairtrade can improve the quality of life for workers around the world. Numeracy skills and data techniques will be introduced through **Applied Fieldwork** – students will investigate the employment sector of their community and use different techniques and statistics to present their findings.

Topic 4: What happens when rivers flood?



Students will investigate the physical and human causes of floods, focusing on the recent flood within their own community and sharing their experiences. They will compare the impacts and management of floods on the UK and Bangladesh. They will revisit OS map skills linking to the rivers topic and use GIS.

Topic 5: How diverse is the continent of Africa?

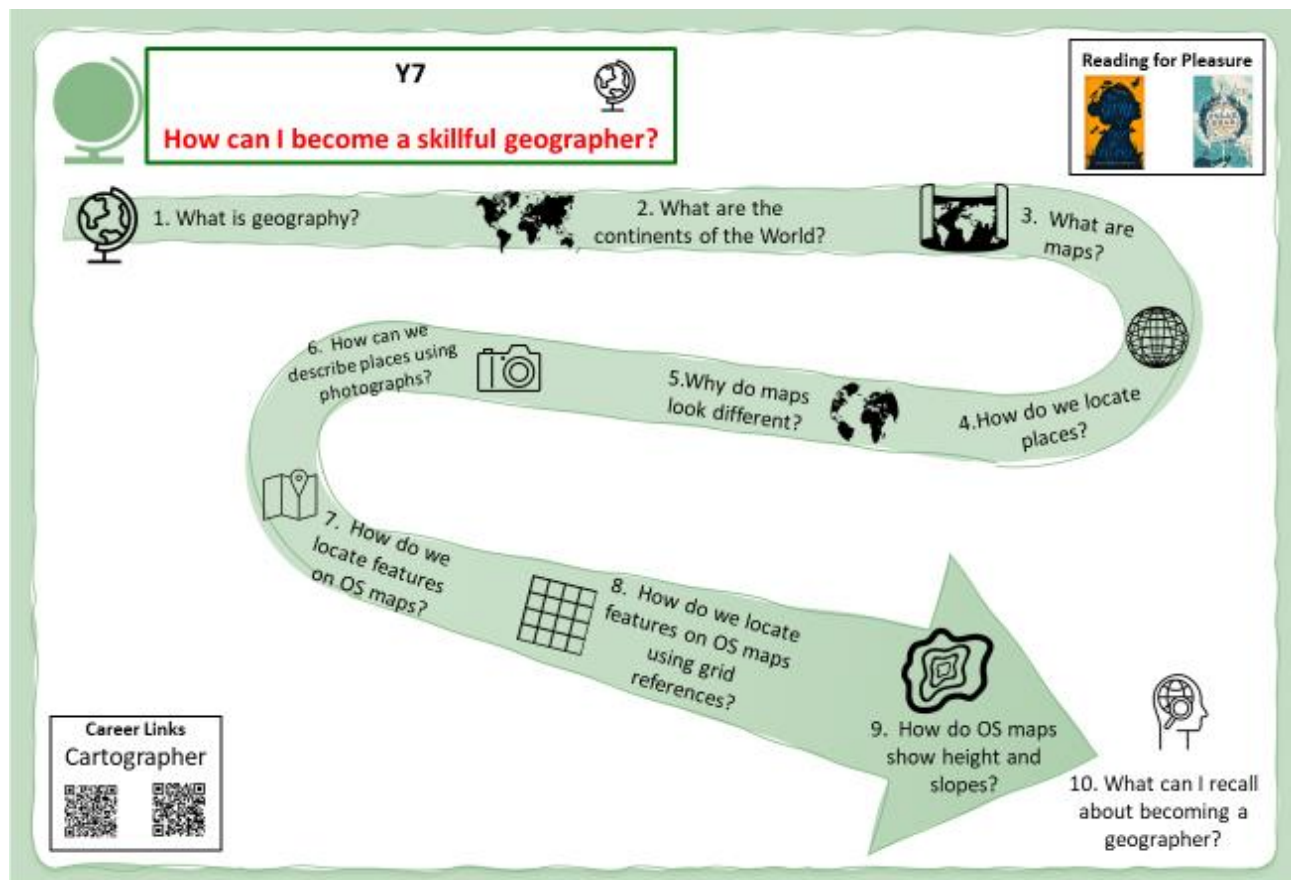


Students will develop and extend their knowledge of the physical and human features of Africa and the Horn of Africa through map skills. They will look at the ways different groups of people earn a living. They will briefly investigate the four main biomes linking to the next topic. **Student voices** of cultural and living experiences will be shared.

Topic 6: What are temperate deciduous ecosystems?



Students will further investigate the characteristics of world biomes and their distribution. They look at the processes within an ecosystem. **Applied Fieldwork** – an investigation of the schools ecosystem and environment, using different techniques and statistics to display the results.



Essential learning outcomes



- Know what physical, human and environmental geography is about
- Know what urban and rural areas are
- Name the 7 continents of the world and locate on a map.
- Know what lines of latitude and longitude are
- Know about 8 compass points and how to use them to give, and follow directions.
- Describe places using maps and photographs and images
- Fieldsketch of the local area (fieldwork skills)
- Know what an ordnance survey map is.
- Know how things are represented on an O.S. map and recognise some of the map O.S map symbols.
- Know what grid references are.
- Be able to read 4 figure and 6 figure grid references.
- Know how height is represented on a map – contour lines
- Be able to read O.S maps.

WORD POWER!

Vital Vocabulary

Human Geography	The study of how and where people live
Physical geography	The study of the natural features of the earth
Environmental geography	The study of how we affect our surroundings
Continent	Any one of seven large land masses of the Earth
Country	A nation with its own government, occupying a particular area
population	How many people live in one place.
rural	An area that is mainly countryside, it may have villages and small towns.
urban	A built-up area (town or city)

Geographical Skills




- **Map (cartographic) skills:** atlas, OS maps, political, relief, street plans, map projections, isotherms, choropleth maps, flow lines, GIS UK map layers
- **Numeracy:** climate graphs, calculating population density, temperature range, rainfall data, measuring scale on OS maps
- **Applied Fieldwork:** fieldsketch, re-photography, labelling photographs
- **Disciplinary literacy:** Guided reading What is Geography?, story writing using map symbols, descriptive writing using photographs

Key concepts


- **Locational knowledge:** continents and oceans
- **Place:** UK, 7 Continents and 5 oceans
- **Scale:** Mercator and Peter Projection maps, measuring scale on maps
- **Interdependence:** where is the UK and Europe on the world?
- **Physical and human processes:** physical and human features of a place
- **Environmental interaction:** identifying environmental features and issues from photographs






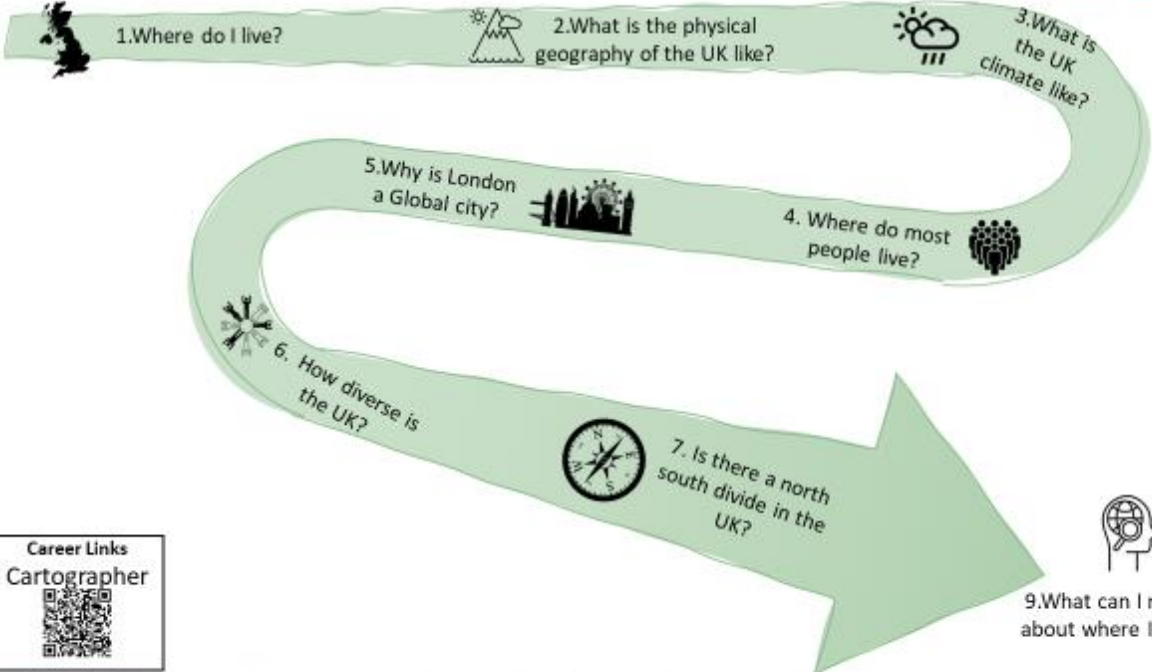
Y7









Where do I live?




Reading for Pleasure







1. Where do I live? 
2. What is the physical geography of the UK like? 
3. What is the UK climate like? 
4. Where do most people live? 
5. Why is London a Global city? 
6. How diverse is the UK? 
7. Is there a north south divide in the UK? 
9. What can I recall about where I live? 

Career Links
Cartographer





Essential learning outcomes






- Which countries and nations make up the British Isles?
- The UK has several mountain ranges. Where? And what are their names?
- Name at least six of the UK's main rivers, and describe where they are.
- Which parts of the UK are the warmest, coldest, wettest, and driest? Describe the patterns.
- Which parts of the UK are the most crowded? And least crowded?
- Name at least six of the UK's biggest cities, and say where they are.
- Give at least four facts about the UK's economy.
- Give at least four geographical facts about London, the UK's capital city and a global city.
- To know that diversity exists in the UK in more than one way, including the north south divide.

WORD POWER!

Vital Vocabulary

Nation	a territory where all the people are led by the same government.
Region	an area of land that has common features.
Weather	the day-to-day changes in the atmosphere.
Population	the number of people living in a certain area.
(population) Density	the number of people per square kilometre.
Global City	a centre for finance, trade, politics and culture.
Rain shadow	a dry area on the leeward side of a mountain..
Migrant	a person who moves from one place to another.

Geographical Skills






- **Map (cartographic) skills:** identifying locations, labelling maps, latitude and longitude, synoptic charts, choropleth maps, describing locations (CLOCC)
- **Numeracy:** latitude and longitude, chronology, synoptic charts, range, identifying patterns, population density
- **Applied Fieldwork:** secondary data,
- **Disciplinary literacy:** Wordpower, describing patterns, describing locations, guided reading, summarising text, predicting text

Key concepts


- **Locational knowledge:** Europe, British Isles, United Kingdom, Great Britain, Derbyshire, Chesterfield
- **Place:** Europe, British Isles, United Kingdom, Great Britain, Derbyshire, Chesterfield
- **Scale:** local, national, international
- **Interdependence:** where is the UK and Europe on the world? London a global city
- **Physical and human processes:** physical and human features of the UK, causes of rainfall in the UK
- **Environmental interaction:** identifying environmental issues positive and negative of global cities
- **Sustainable development:** impact of a growing population,
- **Cultural understanding and Diversity:** north south divide in the UK, impact of migrants on the UK

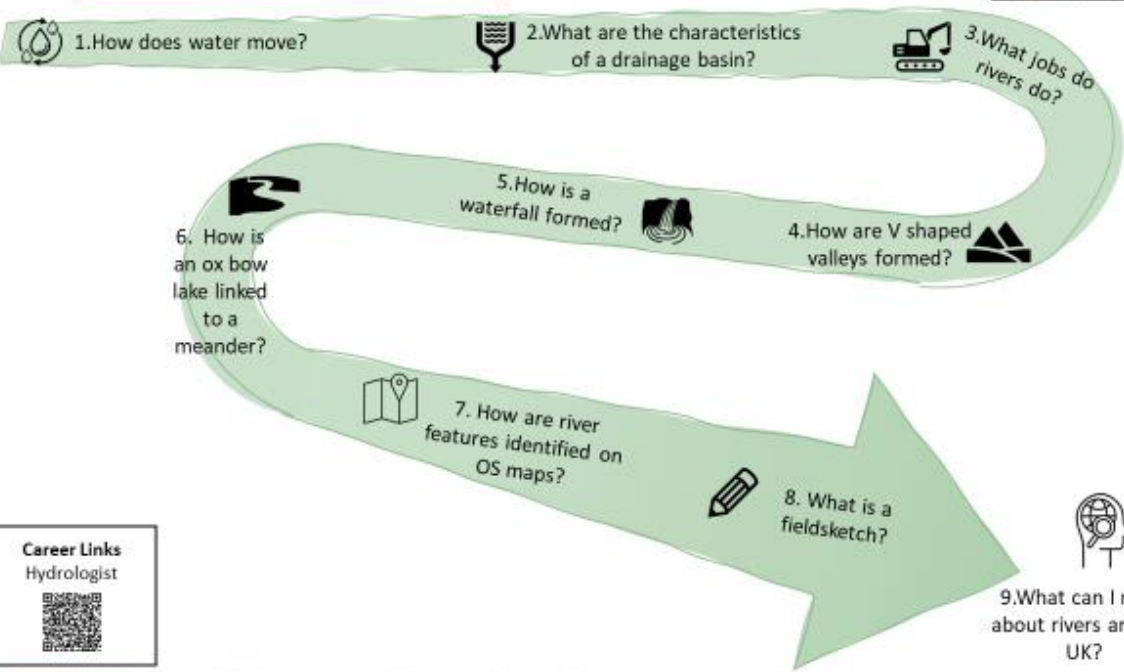













Y7
What processes are at work in a river?


Reading for Pleasure





1. How does water move? 
2. What are the characteristics of a drainage basin? 
3. What jobs do rivers do? 
4. How are V shaped valleys formed? 
5. How is a waterfall formed? 
6. How is an ox bow lake linked to a meander? 
7. How are river features identified on OS maps? 
8. What is a fieldsketch? 
9. What can I recall about rivers and the UK? 

Career Links
Hydrologist



WORD POWER!

Vital Vocabulary

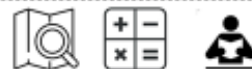
Essential learning outcomes

- Identify the key parts of the hydrological cycle.
- Describe how the hydrological cycle works.
- Know the key features of a drainage basin.
- Know the river processes of erosion, transportation and deposition.
- Explain where river processes occur along a river.
- Know the types of landforms found along a river.
- Describe the journey taken by a river from source to mouth.
- Understand how the drainage basin changes and explain what happens to the height of the land and the river depth and width as it nears the sea.
- Identify river features on an OS map.
- Draw and label a fieldsketch of a river valley.

abrasion	when pebbles grind along the river bank and bed in a sand-papery effect
suspension	a method of transporting very fine sediment in a river.
bedload	the material carried by a river by being bounced or rolled along its bed.
source	where a river begins its journey
mouth	where a river meets the sea
watershed	the edge of highland surrounding a drainage basin which marks the boundary between two drainage basins
tributary	a small river or stream that joins a larger river
floodplain	the area around a river that is covered in times of flood
attrition	when sediment particles knock against the bed or each other and break, becoming more rounded and smaller as you move down the river
hydraulic action	sheer power of the waves as they smash against the cliff. Air becomes trapped in the cracks in the rock and causes the rock to break apart
confluence	the point at which two rivers meet.
river basin	an area of land that drains into a particular river or its tributaries.

Geographical Skills


- **Map (cartographic) skills:** OS map, describing locations,
- **Numeracy:** percentages,
- **Applied Fieldwork:** fieldsketch – river valley
- **Disciplinary literacy:** WordPower – definitions, labelling diagrams and maps, oracy Water cycle/drainage basin songs, speak like a geographer, closed passages, cartoon strip, Miss Smith says..., dual coding, summarizing, extended writing, find it fix it, guided reading, scrabble



Key concepts


- **Locational knowledge:** UK, Teesdale
- **Place:** UK, Teesdale
- **Scale:** local, national,
- **Interdependence:** how rivers impact on their surrounding environment.
- **Physical and human processes:** physical processes (TED) at work and the impact they have on our landscapes. Impact of physical features on human geography.
- **Environmental interaction:** impact of river processes on people








Y7
How can people earn a living?


Reading for Pleasure





1. How are employment sectors divided up? 


2. How can we collect and present primary data? 


3. How has UK employment changed over time? 


4. Why are employment structures different across the world? 


5. How are global employment structures different? 


6. What is the impact of secondary industry on people and place? 

7. Why are place linked across the World? 


8. Who is Rosa? 


9. What is the impact of globalisation? 

10. How can trade be fair? 


11. What can I recall about earning a living, rivers and the UK? 

Career Links
Manufacturing





Essential learning outcomes



- Know what the difference is between goods and services.
- Give definitions for the 4 types of economic activities: primary, secondary, tertiary and quaternary
- Give at least two examples of jobs in each employment sector.
- Describe how UK's employment structure has changed over time
- Know how and why the UK has lost many of its manufacturing jobs, in the last 60 years.
- Recognise that employment structures vary in countries of different levels of development (UK, China, Ghana)
- Create different types of graphs to show employment structure in different countries.
- Understand what globalisation is and the causes of it
- Understand why work in different sectors is needed to bring us items such as a mobile phone.

WORD POWER!		Vital Vocabulary
Economic activity	The amount of goods and services that are made, sold, and used in a country or area	
Primary (industry)	Involves the growing, extracting or collection of raw materials from the Earth or sea.	
Secondary (industry)	Industries in this sector turn raw materials from the primary sector into a manufactured product.	
Tertiary (industry)	Industries that provide provides services to its consumers.	
Trade	Buying and selling things	
Import	When one country buys things from another country	
Multinational (corporation)	A company that operates in more than one country.	
Fairtrade	The producer gets a guaranteed, fair minimum price for his produce	
Industry	Any economic activity which creates jobs and generates income.	

Geographical Skills

- **Map (cartographic) skills:** atlas, political
- **Numeracy:** pie charts
- **Applied Fieldwork:** primary data collection – surveys, data presentation, secondary data
- **Disciplinary literacy:** guided reading, oracy, data presentation,




Key concepts

- **Locational knowledge:** local, national and international,
- **Place:** The UK, Chesterfield (Boythorpe), LICs
- **Scale:** global, national and local
- **Interdependence:** globalisation and changing industries, impact of migration for host and losing locations
- **Physical and human processes:** migration,
- **Environmental interaction:** impact of employment on the environment
- **Sustainable development:** changing industries over time
- **Cultural understanding and Diversity:** roles of men and woman, formal and informal work





Year 7: What happens when rivers flood?





Y7
What happens when rivers flood?


Reading for Pleasure





1. What factors cause flooding? 


2. What was the impact of flooding in Chesterfield? 


3. What is a hydrograph? 

4. What was the impact of flooding in Bangladesh? 

5. Which flood had the greatest impact? 


6. How are floods managed? 

7. Who can make the best decision about managing floods? 

8. What can I recall about flooding, earning a living, rivers and the UK? 


Career Links

Hydrologist




WORD POWER!

Vital Vocabulary



Essential learning outcomes



- Describe the physical and human causes of a flood.
- Describe and explain the impacts of a river flooding on a HIC.
- Describe and explain the impacts of river flooding on a LIC.
- Suggest how rivers could be managed.
- Give the advantages and disadvantages of strategies to manage rivers from flooding.
- Compare the impact of flooding between HICs and LICs.

Flooding	When the water normally flowing in the channel overflows its banks and spreads out onto the surrounding land.
Dam	A structure built across a stream or river to hold water back.
Hydroelectric	Energy that comes from moving water.
Levee	A raised bank formed on the banks of a river, in the lower course.
Evacuation	Moving lots of people away from a dangerous place to one where they will be safer.
Impermeable	Doesn't allow water through.
Permeable	Allows water or liquids to flow through.
Deforestation	The removal of forests, often to make space for farming, industry, settlements, roads and use of wood as fuel.

Geographical Skills

- **Map (cartographic) skills:** OS maps, atlases, relief, physical, landuse
- **Numeracy:** Grid references, scale, hydrographs
- **Applied Fieldwork:** Decision making, virtual trips, labelling photos
- **Disciplinary literacy:** Oracy, Extended writing, WordPower, labelling diagrams, fiction, closed passage,



Key concepts

- **Locational knowledge:** Chesterfield, UK, Bangladesh,
- **Place:** UK, Asia
- **Scale:** comparisons between floods,
- **Interdependence:** how decisions in one place affect others – climate change, deforestation
- **Physical and human processes:** physical features of a drainage basin, human impacts on a drainage basin
- **Environmental interaction:** human and physical processes interacting to change the volume of water in a river
- **Sustainable development:** impacts of climate change, managing rivers to reduce flooding
- **Cultural understanding and Diversity:** comparing HIC and LIC countries and how they respond to floods





Y7 Is Africa a diverse continent?



Reading for Pleasure



1. Is Africa a continent of stereotypes?



2. What countries are in Africa?



3. What are the main physical features of Africa?

6. What is the most common employment sector in Africa?



5. Where are people found in Africa?



4. What biomes are found in Africa?



7. How has history had an impact on Africa?



8. Why is there conflict along the River Nile?



9. What can I recall about Africa, flooding, earning a living, rivers and the UK?

Career Links Safari Guide



Essential learning outcomes



- Describe the physical and human causes of a flood.
- Know where Africa is (point it out on a map of the world).
- 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.
- Name *at least* 6 African countries and their capitals
- 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?
- Name some physical features of Africa – largest desert, mountain, river
- Name Africa's four main biomes and give at least 2 facts about each of them.
- Understand the reasons for diversity in Africa
- Know the reasons for conflict in Africa and how it can be managed.

WORD POWER!

Vital Vocabulary

Colonise	When one country takes over another country or another part of the world.
Life Expectancy	How many years a person is expected to live.
Exploit	To make use of a place, or people, or things for your own benefit.
Biome	A very large area with similar climate, vegetation and animals.
Ecosystem	An area, within which plants and animals interact with each other and their non-living environment.
Conflict	Different groups of people with competing interests fighting over a space
Distribution	The way something is spread out or arranged over an area.

Geographical Skills


- **Map (cartographic) skills:** physical, political, historical, choropleth
- **Numeracy:** population density, chronology, infographics
- **Applied Fieldwork** – labelling maps, Google Earth
- **Disciplinary literacy:** oracy, summarising, labelling, dual coding, extended writing, fiction,



Key concepts

- **Locational knowledge:** continent V country, population distribution, physical features,
- **Place:** similarities and differences between and within countries,
- **Scale:** distribution, comparisons to other continents
- **Interdependence:** aid from the UK, conflict on the Nile
- **Physical and human processes:** physical geography, climate, relief, biomes, human geography, employment structures.
- **Environmental interaction:** adaptations in biomes,
- **Sustainable development:** managing changing populations,
- **Cultural understanding and Diversity:** similarities and differences between and within countries, impacts of time








Y7


What is a deciduous ecosystem?


Reading for Pleasure


1. What are ecosystems? 


2. What is the nutrient cycle? 


3. What are the major world biomes? 


4. What are deciduous ecosystems like? 


5. What vegetation would I expect to find a deciduous ecosystem? 

6. What animals would I expect to see in a deciduous ecosystem? 


7. How do humans use deciduous ecosystems? 


8. How can deciduous ecosystems be managed? 

9. What is the Parkside environment like? 


9. What can I recall about deciduous ecosystems Africa, flooding, earning a living, rivers and the UK? 

Career Links
Woodland Manger





Essential learning outcomes



- Know what an ecosystem and biome is
- Name the living and non-living parts of an ecosystem
- Give examples of living and non-living links within ecosystems
- Draw a diagram to show how nutrients are recycled in the ecosystem
- Know what the temperate deciduous biome is
- Describe the vegetation in the temperate deciduous forest – draw a labelled diagram
- Know what producers and consumers are in the food chain
- Give (describe) a food chain in the deciduous forest
- Describe the weather in the temperate deciduous forest
- Read climate graphs (average temperature and precipitation/rainfall)
- Describe and explain how the temperate deciduous forests are being used and destroyed
- Describe and explain how they can be managed in a sustainable way




WORD POWER!

Vital Vocabulary

Ecosystem	An area, within which plants and animals interact with each other and their non-living environment.
Producer	A living thing that produces its own food.
Consumer	A living thing that consumes (eats) another living thing for food, in order to get energy.
Decomposer	Bacteria and fungi, which break down dead organisms in a process called decomposition or rotting.
Vegetation	The plant life of a region.
Deciduous	"to fall off" Trees that shed all their leaves each year
Herbivore	An animal that only eats plant-based foods.
Carnivore	An animal that mostly eats other animals.
Sustainable	An action that can be kept going for ever, something that can continue to be done without it having damaging consequences.
Climate	The usual weather of a place over a long period of time.


Geographical Skills

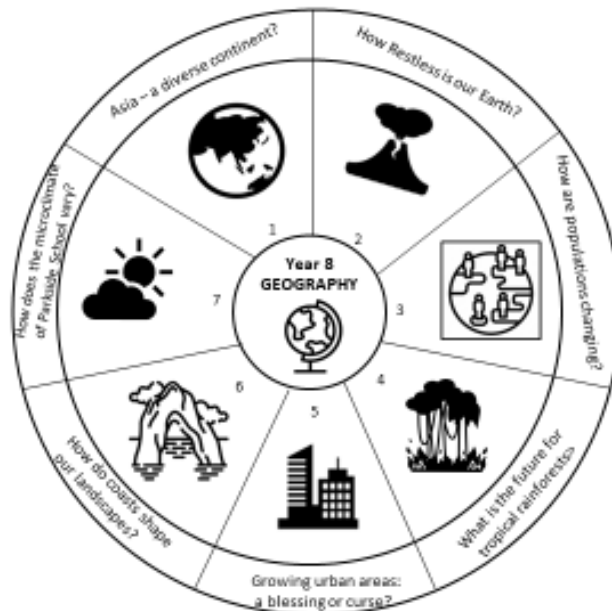
- **Map (cartographic) skills:** OS maps, relief, leaflets, school grounds
- **Numeracy:** climate graphs, data presentation, data analysis
- **Applied Fieldwork:** labelling photos and diagrams, virtual trips, environmental quality surveys, data presentation, creating questions and bipolar statements
- **Disciplinary literacy:** oracy – speak like a geographer, describing locations, describing differences, WordPower

Key concepts

- **Locational knowledge:** distribution, continents, UK, Walton Woods
- **Place:** similarities between biomes,
- **Scale:** importance on a local scale,
- **Interdependence:** importance of the deciduous ecosystem on communities
- **Physical and human processes:** weather, climate, relief, vegetation, food chains, nutrient cycle, human uses of the ecosystem, changing landuse
- **Environmental interaction:** human and physical process interacting
- **Sustainable development:** managing temperate deciduous ecosystems
- **Cultural understanding and Diversity:** different groups of people and how they use the ecosystem, different views on the ecosystems





Topic 1: Asia – a diverse continent

Students 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. **Student voices** of cultural and living experiences will be shared.

Topic 2: How Restless Earth is our earth?

Students 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). Practice map skills focusing on distribution of natural hazards in particular Asia (topic 1)

Topic 3: How are populations changing?

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

Topic 4: What is the future for our tropical rainforests?

Students will investigate the characteristics of the tropical rainforests biome. They will focus on the why the rainforest is important, the impacts of exploiting the rainforest and how it can be managed in a sustainable way. They will revisit and compare to the UK temperate deciduous forest. Numeracy will focus on climate graphs and pie-charts.

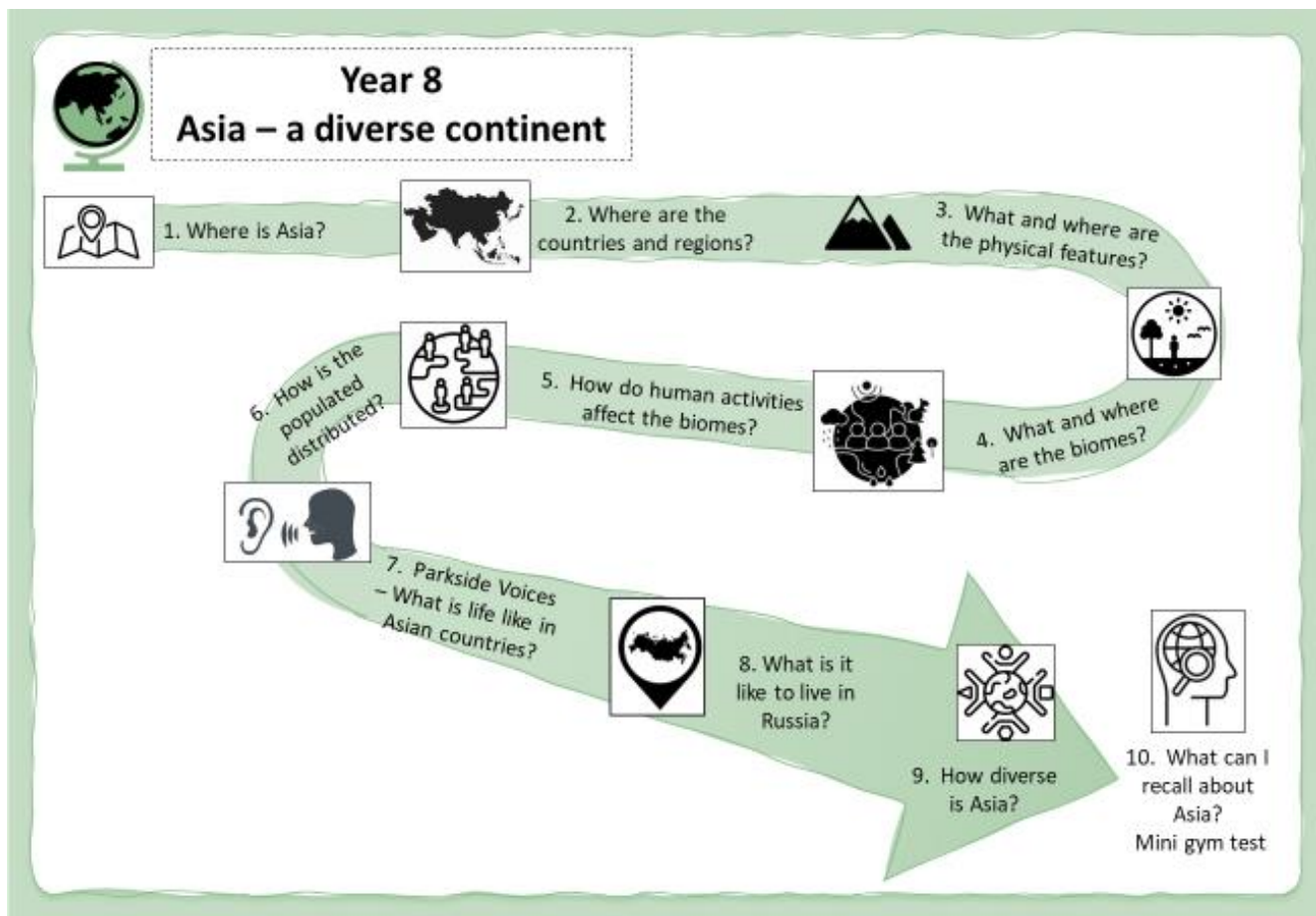
Topic 5: Growing urban areas: a blessing or curse?

Students will develop and extend their knowledge on the key processes in human geography relating to the growth of urban areas, linking to population. They will investigate local issues on developing brownfield and greenfield sites. Revisit map skills by describing distributions of urbanisation around the world. They will explore the advantages and disadvantages of living in urban areas, like Dharavi (an informal settlements). **Applied Fieldwork** – investigation into the migration within Sheffield through qualitative data.

Topic 6: How do waves shape our landscape?

Students will learn about the key processes relating to hydrology and coasts. Revisit the water cycle, TED processes from Y7 river. 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 and ways to protect and manage coastal erosion.

Topic 7: Applied Fieldwork – investigation into the microclimate of Parkside school



Essential learning outcomes

- Know where Asia is on a world map or globe
- Know which oceans and seas border Asia.
- Name at least 12 Asian countries and their capitals, and say roughly where they are.
- Name, describe and locate Asia's main physical features.
 - The Himalayas (and two other mountain ranges)
 - The tallest mountain and largest lake
 - At least 5 major rivers
 - The 2 main deserts – Gobi and Thar
- Give at least six facts about the human geography of Asia – about people and their lives. For example, how big is the population?
- Name Asia's main biomes and describe what they are like
- Describe the impacts of human activities on biomes and how they are managed
- To investigate how people live in some countries in Asia – India, Russia
- Know and describe the diversity within Asia

WORD POWER! **Vital Vocabulary**


biome	A very large area with similar climate, plants and animals.
continent	One of the Earth's great land masses ; there are seven continents
distribution	The way in which something is shared out among a group or spread over an area.
peninsula	Land that juts out into the sea, and is almost surrounded by water.
permafrost	The ground under the surface that is permanently frozen , in the tundra.
plateau	An area of fairly flat high land .
rural	An area that is mainly countryside , it may have villages and small towns.
urban	A built up area; its the opposite of rural.

Geographical Skills

- Map (cartographic) skills:** atlas, OS maps, political, relief, map projections, choropleth maps, GIS map layers
- Numeracy:** climate graphs, calculating population density, temperature range, rainfall data, kilometres, rank ordering size
- Applied Fieldwork:** re-photography, labelling photographs, Google Earth virtual fieldtrip, transects
- Disciplinary literacy:** Oracy on diverse Asia, descriptive writing on Diverse Asia


Key concepts

- Locational knowledge:** countries in Asia, bordering oceans/bodies of water, deserts, mountains, rivers, continents
- Place:** UK, Russia, African biomes, India
- Scale:** measuring scale on maps, comparison on Asia to other continents by land size and population
- Interdependence:** where is the UK, Europe and Asia in the world? UK connections to Asia
- Physical and human processes:** physical and human features of Asia, biomes, climate, resources, population distribution
- Environmental interaction:** human impact on biomes in Asia, river pollution
- Sustainable development:** River Pollution, management of biomes
- Cultural understanding and Diversity:** How diverse is Asia? Parkside student voices of experiences of living in India




Year 8


How Restless is our Earth?




1. What is the structure of the Earth?




2. Why are plates moving?




3. Where are tectonic hazards distributed? Why?




4. What damage do earthquakes cause?



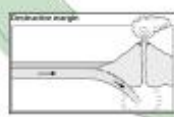
6. How is Haiti affected by earthquakes?




5. How is Christchurch affected by earthquakes?




7. Why are tsunamis dangerous?




8. How do volcanoes erupt?




9. Why are volcanoes dangerous?






11. What can I recall about this topic?
Mini gym test

10. Why live in a danger zone?



Essential learning outcomes



- Know and describe the three layers that make up the Earth
- Explain what the Earth's plates are, and how and why they move?
- Describe the location of earthquakes and volcanoes and identify patterns.
- Explain what causes earthquakes, and give examples of earthquake damage.
- Explain what causes tsunamis and what kind of damage do they do.
- Describe what volcanoes are and what kind of damage eruptions do.
- Draw a labelled cross-section of a volcano; list the products from eruptions; and the damage they cause.
- Give examples of short- and long-term responses to earthquake and volcano disasters.
- Explain why poorer countries (LICs) may find it harder to cope with these disasters, and protect people
- Know why people live near plate edges, even though these are danger zones




WORD POWER!

Vital Vocabulary

core	The central part of the Earth, mainly iron mixed with nickel.
crust	The Earth's hard skin of rock which we live on .
earthquake	A sudden or violent movement within the Earth's crust followed by a series of shocks.
epicentre	The point directly on the Earth's surface above the focus.
focus	The point where the waves of energy started in an earthquake
mantle	The region of the Earth's interior between the crust and the core.
plate	Giant slabs of the Earth's crust . We live on the Eurasian plate.
volcano	An opening in the Earth's crust from which lava, ash and gases erupt.


Geographical Skills

- **Map (cartographic) skills:** OS maps, political, relief, choropleth maps, latitude and longitude, GIS mapping tectonic hazards
- **Numeracy:** calculating structure earth km, rank order, logarithmic scale, draw conclusions from data, radar graphs
- **Applied Fieldwork:** labelling photographs and diagrams, Virtual fieldtrips
- **Disciplinary literacy:** Newspaper article on Sulawesi tsunami, Advert for Volcanius, Guided Reading La Palma/Merapi and Measuring earthquakes

Key concepts

- **Locational knowledge:** continents, distribution of plate boundaries and tectonic hazards
- **Place:** Richter v Mercalli scale, Christchurch (New Zealand), Sulawesi (Indonesia), Haiti, Mount Merapi, similarities and differences between places
- **Scale:** measuring scale on maps, comparison on Asia to other continents by land size and population
- **Interdependence:** Aid from UK to other places, trade of natural resources
- **Physical and human processes:** physical geography plate tectonics, population distribution, use of natural resources, aid, trade
- **Environmental interaction:** human and physical processes interact to change the landscape
- **Sustainable development:** natural causes of climate change (greenhouse gases), natural hazards repeat occurrences
- **Cultural understanding and Diversity:** Differences between LIC and HICs immediate and long term responses, vulnerability of different groups



20

Year 8

How and why are populations changing?



1. How is the world's population growing?



2. Where are all the people distributed?



3. What are population pyramids?



5. How does migration shape Chesterfield and the UK?



4. How does the population impact our planet?



6. What is an ageing population?



7. How can we manage an ageing population?



8. Applied Fieldwork. An investigation into migration and diversity in Sheffield



9. What can I recall about this topic?
Mini gym test



Essential learning outcomes



- Know roughly how many people there are on Earth right now.
- Construct and read the population changes on a line graph.
- Construct and read population pyramids
- Describe which parts of Earth are most crowded, and which the most empty. (distribution).
- Explain why population growth tends to be higher in LICs.
- Give three examples to demonstrate how we have harmed our planet.
- Give at least four facts to describe the UK's population.
- Describe the impacts of migration on the UK.
- Applied fieldwork: investigate migration patterns in Sheffield.
- Know what an ageing population is and why it is happening.
- Explain how and why life expectancy is changing.
- Explain the problems a country (UK) might face if its population keeps falling.
- Suggest strategies Governments may take to manage an ageing population.

WORD POWER!

Vital Vocabulary

birth rate	The number of live births per thousand of population per year.
death rate	The number of deaths per one thousand people per year.
densely populated	Lots of people living there. Often in urban areas.
density	The quantity of people or things in a given area or space.
distribution	The way (pattern) in which something is shared out among a group or spread over an area. (see exam support sheet)
life expectancy	How many years a new baby can expect to live for on average.
population	How many people live in a place.
sparsely (sparse)	Not many people live there. Often found in rural areas.

Geographical Skills

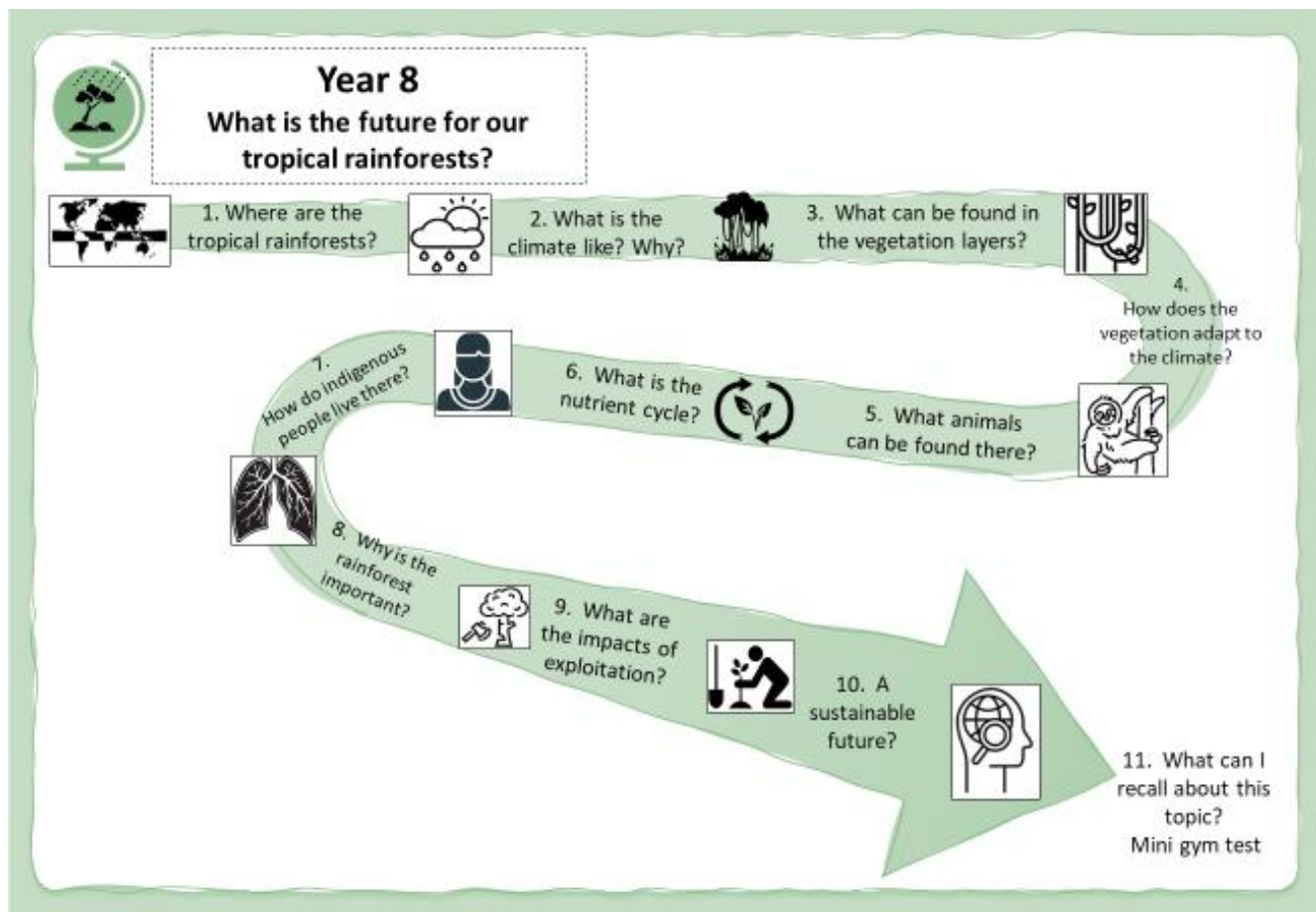
- **Map (cartographic) skills:** OS maps, political, relief, choropleth maps, latitude and longitude, flow line maps, GIS mapping
- **Numeracy:** draw conclusions from Census data, population pyramids, line graphs, pie charts, flow line maps, calculating and estimating population dependency ratio, calculating population density, calculating natural increase/decrease of population
- **Applied Fieldwork:** labelling photographs, Google Earth Chesterfield, Investigation into migration in Sheffield, Census data
- **Disciplinary literacy:** Enquiry report on migration into Sheffield



Key concepts

- **Locational knowledge:** continents, distribution of world population and UK, connecting distribution to climate, biomes, relief
- **Place:** similarities and differences between sparsely and densely populated areas, UK nations, Chesterfield, Sheffield, London
- **Scale:** settlement size and hierarchy, comparison of population size
- **Interdependence:** Impacts of international migration, impacts of population growth on the earth (food, resources, trade)
- **Physical and human processes:** physical geography relief, climate, biomes, population distribution, use of natural resources, migration
- **Environmental interaction:** human and physical processes interact to change the landscape, impact of increase population on the environment
- **Sustainable development:** managing population increase and ageing populations, future taxes and housing issues
- **Cultural understanding and Diversity:** Differences between LIC and HICs population increases, impacts and management, Sheffield migration patterns





Essential learning outcomes

- Know where the world's tropical rainforests are (distribution)
- Know what the climate is like in the Amazon Rainforest and give reasons for it
- Can read and construct a climate graph and identify key features.
- Describe the layers of the rainforest.
- Explain how plants and animals adapt to live in the tropical rainforest.
- Know how indigenous tribes use and live in the tropical rainforest.
- Understand how humans use the rainforest and impact upon the rainforest.
- Understand how humans can manage the rainforest in a sustainable way.

WORD POWER! **Vital Vocabulary**

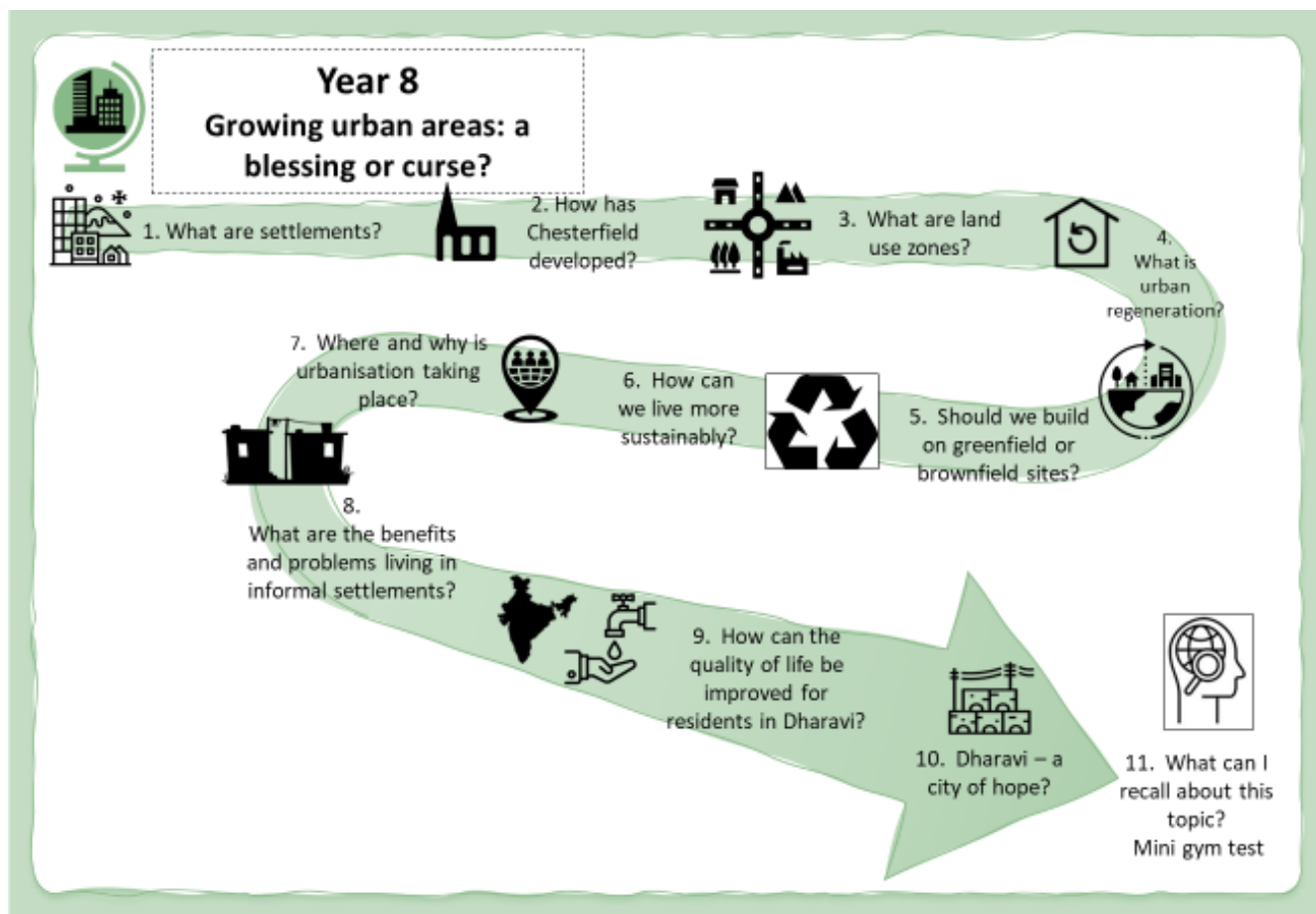
carnivore	An animal that feeds on other animals .
climate	What the weather is usually like over a year. (We record the temperature and rainfall on a climate graph).
consumer	An animal that eats another animal or plant .
decomposer	Decomposers are organisms that break down dead or decaying organisms.
deforestation	The cutting down of forests.
herbivore	An animal that feeds on plants .
exploitation	The use of natural resources for economic growth, sometimes with a negative impact on the environment and local people
omnivore	An animal that eats a variety of food of both plant and animal origin.
producer	Producers are organisms who make (or produce) their own food . Plants are producers

Geographical Skills

- **Map (cartographic) skills:** OS maps, political, relief, choropleth maps, latitude and longitude, Google Earth, aerial photos, flow line maps
- **Numeracy:** draw conclusions from data, radar graphs, hydrographs, climate graphs, temperature range, annual precipitation, bar graphs, line graphs, pie charts, size of rainforests
- **Applied Fieldwork:** Labelling photographs and diagrams, Virtual fieldtrips, Google Earth
- **Disciplinary literacy:** Guided Reading Indigenous Communities, Persuasive writing on exploitation of the rainforest

Key concepts

- **Locational knowledge:** continents, distribution of biomes and climate, Amazonia
- **Place:** similarities and differences between biomes, Amazonia, Indonesia, Costa Rica
- **Scale:** comparison of size, importance on a local, national and global scale
- **Interdependence:** Importance of the tropical rainforest within countries and globally – trade, biome
- **Physical and human processes:** physical (convictional rain, climate, biomes, food chains, nutrient cycle), Human (use of natural resources, employment)
- **Environmental interaction:** human and physical processes interact to change the landscape, impact of deforestation, climate change
- **Sustainable development:** sustainable management of tropical rainforests, sustainable logging, selective logging, agroforestry
- **Cultural understanding and Diversity:** Voices from the Indigenous People



Essential learning outcomes

- Know the different types of settlements and services they provide
- Identify different settlements on an OS map
- Describe the different zones within a town/city
- Investigate the development of Chesterfield town- looking at issues of brownfield and greenfield sites
- Give at least three facts to describe the pattern (distribution) of urbanisation around the world.
- List some of the advantages and disadvantages of living in urban areas.
- Describe what and where informal settlements are
- Explain why informal settlements are formed
- Explain the benefits and problems with living in informal settlements
- Describe ways to help improve the lives of residents living in informal settlements
- Suggest some ways urban areas can become more sustainable.

WORD POWER! **Vital Vocabulary**

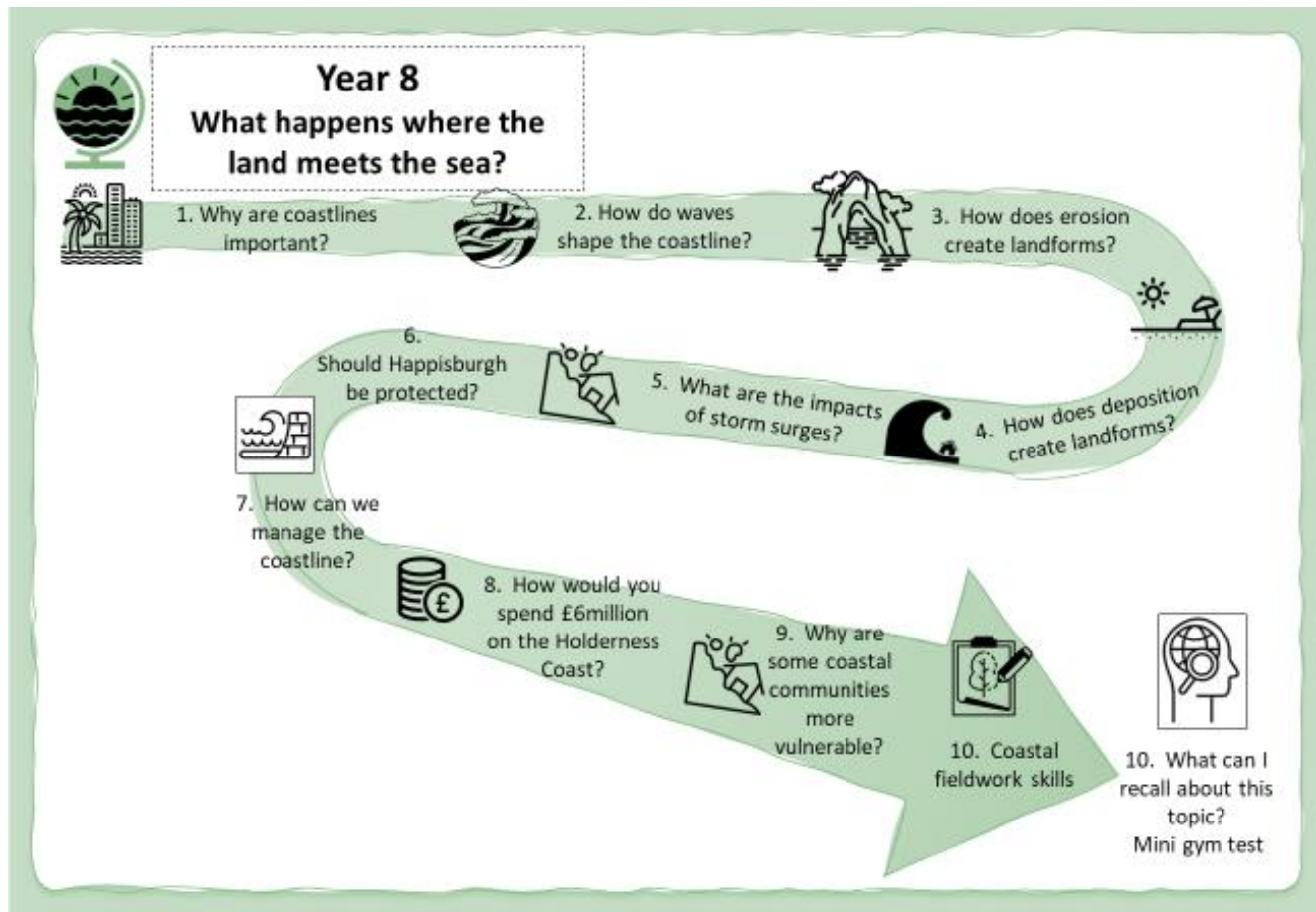
migration	The movement of people from one region/place to another.
pull factor	Factors that attract people to a place (for example better wages, better healthcare)
push factor	Factors that push people out of a place (for example there is not enough work there, war, famine, lack of water supplies).
rural	An area that is mainly countryside , it may have villages and small towns.
settlement	A place where people live ; it could be a hamlet, village, town or a city.
sustainable	Something that can be carried on into the future without harming peoples quality of life or the economy, or the environment.
urban	A built up area; it's the opposite of rural.
urbanisation	The increase in the % of people living in urban areas , as people move from rural areas.

Geographical Skills

- Map (cartographic) skills:** OS maps, political, relief, choropleth maps, latitude and longitude, aerial photographs, street plans
- Numeracy:** draw conclusions from data, Budget/finance DME on improving informal settlements, settlement hierarchies, Census data
- Applied Fieldwork:** labelling photographs, Virtual fieldtrips to BedZed, Dharavi, Curitiba, Masdar, Census data,
- Disciplinary literacy:** Extended writing on Dharavi, Oracy Improving informal settlements, debate on brownfield v greenfield sites

Key concepts

- Locational knowledge:** continents, distribution of informal settlements within a city
- Place:** Chesterfield, Dharavi, Bedzed or Kelham Island, similarities and differences between places
- Scale:** measuring scale on maps, comparison of settlement size and population, Parkside housing estate within Chesterfield
- Interdependence:** Dharavi leather industry global exports,
- Physical and human processes:** physical geography (relief, site factors, water supplies, climate, vegetation), Human (population, trade, communities)
- Environmental interaction:** human and physical processes interact to change the landscape, urban regeneration, greenfield and brownfield sites
- Sustainable development:** recycling within Dharavi, development of brownfield sites over greenfield sites, sustainable communities and buildings
- Cultural understanding and Diversity:** different views on regeneration, Living in Mumbai, misconceptions informal settlements



Essential learning outcomes

- Know what causes waves and how they shape the coast.
- Describe the three coastal processes (erosion, transportation and deposition).
- Explain the different types of erosion and longshore drift
- Describe a number of coastal landforms and explain how they are formed.
- Give five examples of how we use land along the coast.
- Give at least two factors which contribute to coastal flooding.
- Explain what a storm surge is.
- Understand why the coastline is eroding fast in some parts of the UK.
- Name at least five kinds of structures which we build to protect land and homes from the sea.
- Know the difference between hard engineering and soft engineering.
- Describe the government's plans for coastal defences.
- Plan and produce a shoreline action plan for the Holderness Coast with a budget.

WORD POWER! **Vital Vocabulary**

backwash	The water that rolls back down a beach after a wave has broken.
deposit	To drop material.
erode	To wear away the land.
erosion	The wearing away of rocks, stones and soil by the waves.
longshore drift	The process whereby beach material is gradually moved along a beach by waves meeting the shore at an angle.
Coastal management	Techniques used to protect the coast from erosion.
swash	The movement of water on to the beach .
transport	To carry away material by the waves.

Geographical Skills

- **Map (cartographic) skills:** OS maps, political, relief, latitude and longitude, GIS mapping coastal erosion, aerial photographs
- **Numeracy:** draw conclusions from data, radar graphs, mean, median, budgeting £6 million, rainfall data, calculating engineering costs, dispersion graph
- **Applied Fieldwork:** labelling photographs and diagrams, Virtual fieldtrips to Holderness Coast
- **Disciplinary literacy:** Debate on hard engineering v soft engineering, DME oracy on Shoreline Action Plan for the Holderness Coast

Key concepts

- **Locational knowledge:** coastal features around the world, Holderness Coast
- **Place:** Holderness Coast
- **Scale:** Distance from Chesterfield to Holderness Coast, importance of Holderness Coast on a regional scale
- **Interdependence:** Importance of the coastline to UK and regional
- **Physical and human processes:** physical (wave types, marine processes, geology, weathering, storm surges), Human (tourism, employment)
- **Environmental interaction:** human and physical processes interact to change the landscape, impact of storm surges, coastal erosion and deposition
- **Sustainable development:** sustainable management of coasts, hard engineering v soft engineering
- **Cultural understanding and Diversity:** Voices from different groups affected by coastal erosion, vulnerability of groups of people



Topic 1: How Extreme is the weather?

Following on from the Y8 microclimate enquiry, students revisit the components of the weather, reading synoptic charts and explaining the causes of precipitation (Y7 UK climate, water cycle, rivers and Y8 tropical rainforests). They learn about the characteristics, causes, impacts and management of low pressure (depressions) and high pressure systems (anticyclones). Also the factors which influence climate and describe the different climatic regions. They investigate the causes, impacts and management of tropical cyclones in The Philippines.

Topic 2: Why are there Global Inequalities?

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

Topic 3: Why is there conflict using the Earth's Resources?

Students find out how we use and manage the earth's natural resources (non renewable and renewable energy) and explore the conflict of fracking in the UK. They use map to describe the global distribution of water, the causes and impacts of water scarcity. They investigate how different countries like UK and Ghana manage their water supplies.

Topic 4: How can tourism be sustainable?

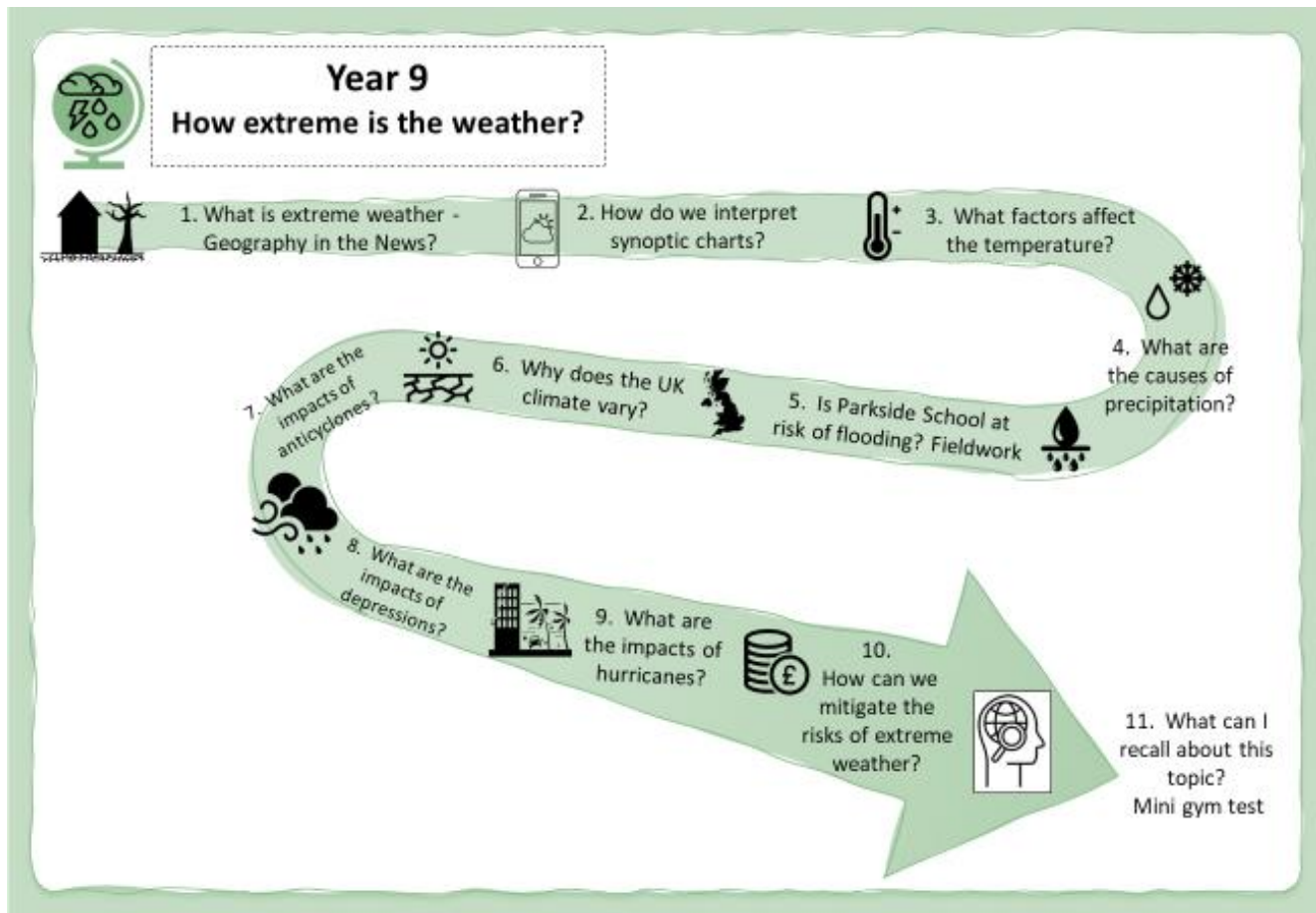
Students investigate tourism patterns through Applied Fieldwork generating their own questionnaires, collecting data, presenting and drawing conclusions. They explain the benefits and problems tourism can bring to an area (Peak District and Maasai Mara Kenya) and discuss different sustainable management strategies.

Topic 5: What are the impacts of climate change?

Students will learn what climate change, global warming and the greenhouse effect are. They explain 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, focusing on the UK, Maldives and Solomon Islands.

Topic 6: Why are some environments extreme?

Students will synthesis all their KS3 knowledge and understanding in this final unit. They will investigate extreme environments of hot and cold deserts – Sahara, Antarctica, Russia, Norway.



Essential learning outcomes

- Know what weather is and the key features of weather.
- Explain the difference between weather and climate.
- Read synoptic charts (weather maps).
- Construct and interpret climate graphs.
- Describe 3 causes of rainfall and the explain the formation for each.
- Understand what kind of weather you would associate high pressure in winter, and high pressure in summer.
- Explain the SEE impacts of high pressure.
- Suggest management strategies to reduce the impact of high pressure.
- Know why the weather in the UK can change very quickly.
- Understand what kind of weather you would associate with low pressure
- Know what is meant by a depression and how they are formed.
- Explain the SEE impacts of low pressure.
- Suggest management strategies to reduce the impact of low pressure
- Understand the factors which influence climate.
- Give at least four examples of Earth's different climatic regions.
- Investigate tropical storms: where they are distributed, cause and impacts

WORD POWER! **Vital Vocabulary**

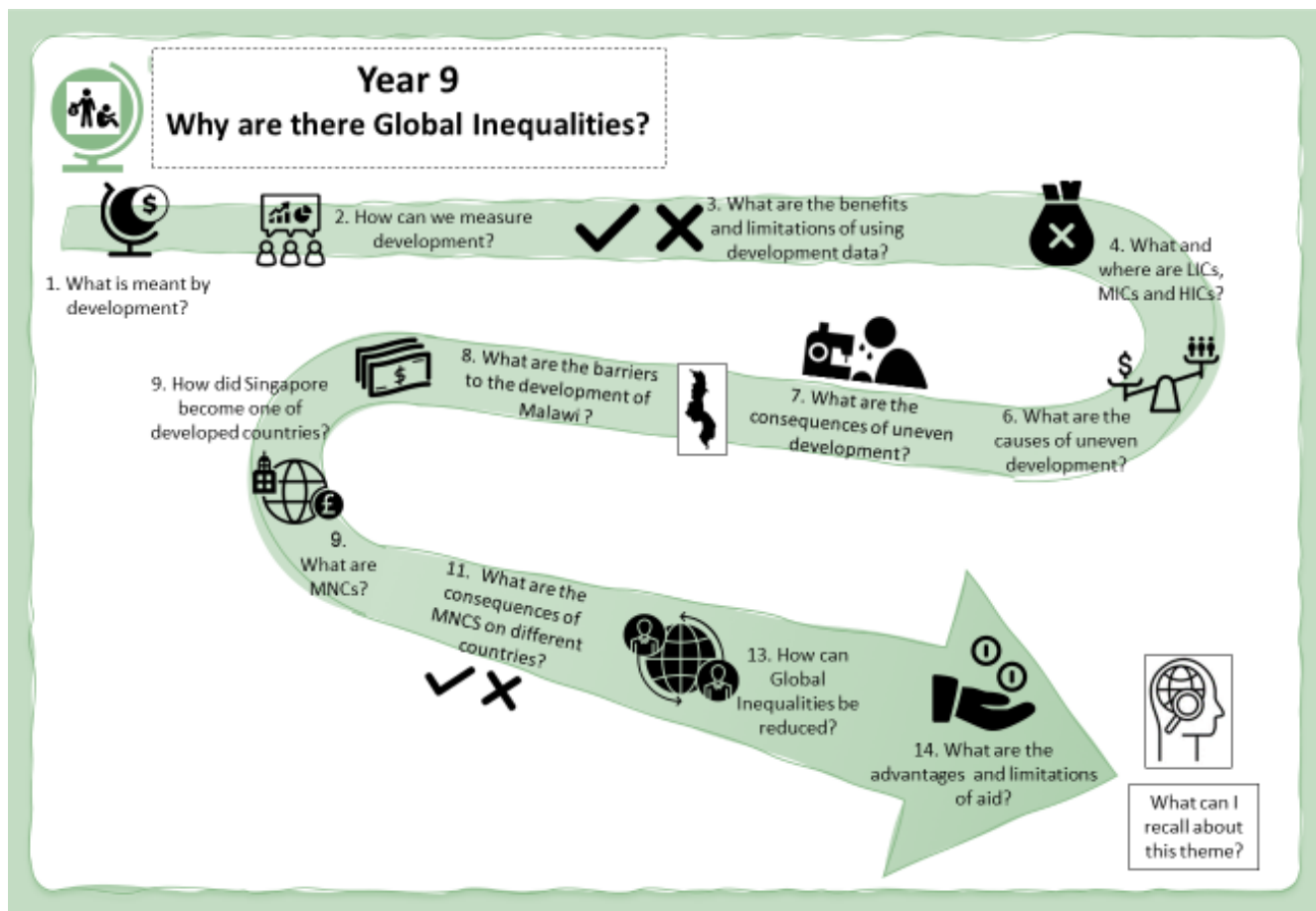
air mass	A huge block of air moving over Earth it can be warm or cold; damp or dry, depending on where it came from.
air pressure	The force pressing down on us because of the weight of the atmosphere.
climate	What the weather is usually like in a place over a period of 30 years. (temperature and precipitation)
hurricane (tropical cyclone)	An intense low pressure weather system in the atmosphere associated with unsettled weather, wind and rain.
precipitation	Water falling from the sky as rain, hail, sleet or snow.
temperature	How hot or cold something is, measured in degrees centigrade.
weather	The state of the atmosphere (air around us) at any given time –how warm or wet it is.
wind speed	How fast the wind is blowing.

Geographical Skills

- Map (cartographic) skills:** political, relief, latitude and longitude, synoptic charts, aerial photographs, distributions, isotherms, air pressure charts
- Numeracy:** draw conclusions from data, mean, median, range, climate graphs, synoptic charts, dispersion graph, interquartile ranges
- Applied Fieldwork:** labelling photographs and diagrams, Virtual fieldtrips to Philippines
- Disciplinary literacy:** DME oracy on Management of Hurricanes, Guided Reading on low or high pressure

Key concepts

- Locational knowledge:** extreme weather events in the summer news, distribution of tropical storms,
- Place:** UK, Philippines (Asia), Beast from the East (Europe)
- Scale:** Distance from Chesterfield to Philippines, scale of tropical storms in kilometres, structure of tropical storm
- Interdependence:** global impacts of tropical storms on trade and aid
- Physical and human processes:** physical (weather, climate factors, storm surges, tropical storms), Human (tourism, employment, trade, aid, responses)
- Environmental interaction:** human and physical processes interact to change the landscape, impact of storm surges, tropical storms and heatwaves
- Sustainable development:** sustainable management of tropical storms, hard engineering v soft engineering, impacts on LICs v HICS
- Cultural understanding and Diversity:** vulnerability of groups of people



Essential learning outcomes

- Know that countries development differ – social, economic, cultural and environment.
- Give the characteristics of low income country (LIC), Middle Income (MIC) and high income country (HIC).
- Name some social and economic development indicators.
- Construct and interpret variety of techniques used to display development indicators
- Describe the distribution of HICS, MICS and LICs.
- Evaluate the relevance of the Brandt line (North-South Divide).
- Case study of a LIC: Malawi. Give six facts about it and its level of development.
- Case study of Singapore or India. Give six facts about it and its level of development.
- Explain why some countries are much less developed than others.
- Explain the consequences of global inequalities
- Suggest and explain how different groups can help to put an end to extreme poverty in the world.

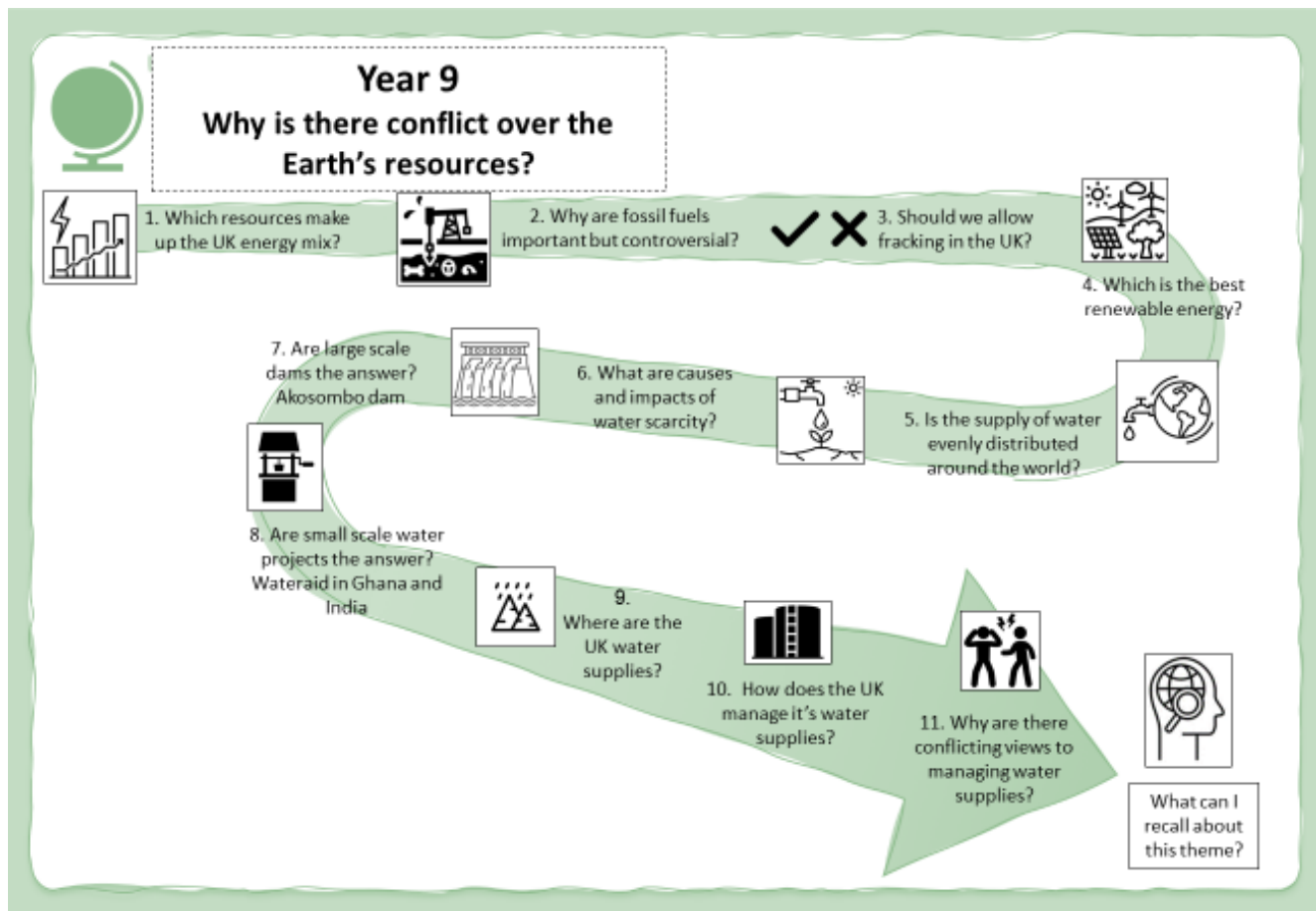
Vital Vocabulary

WORD
POWER!

Gross National Income (GNI) per person	The average income in a country per person.
Gross Domestic Product (GDP)	The total value of the economy each year. The wealth of a country.
Human Development Index (HDI)	A measure of development that takes in to account a country's level of education, wealth and life expectancy.
life expectancy	The amount of years a new baby can expect to live for, on average.
literacy rate	The percentage of people over the age of 15 in a country who can read and write.
Multi-national company (MNC)	A big company with branches in many different countries e.g. Nike, Apple, Nissan, Shell.
Newly Industrialised Country (NIC)	A country such as India, Thailand, or Indonesia that have a large percentage of the workforce working in the secondary sector.
Non-Governmental Organisation (NGO)	A charity such as Oxfam which helps people and is independent of the government.

- ### Geographical Skills
- **Map (cartographic) skills:** political, relief, latitude and longitude, aerial photographs, distributions, choropleth, 4 figure grid references
 - **Numeracy:** calculate & draw conclusions from social & economic development data, mean, median, range, climate graphs, scattergraphs, bar, pie-charts
 - **Applied Fieldwork:** labelling photographs and diagrams, Virtual fieldtrips to Malawi, India, Singapore, GIS Goggle Earth, Gapminder
 - **Disciplinary literacy:** DME oracy Dragons Den on strategies to reduce Global Inequalities, Guided Reading Barriers to Development of Malawi

- ### Key concepts
- **Locational knowledge:** distribution of HICS, MICS, LICs, Malawi (Africa), Singapore or India (Asia)
 - **Place:** UK, Malawi, Singapore, India, BRICS
 - **Scale:** Distance from Chesterfield to Malawi, Singapore and India, country comparison of development data
 - **Interdependence:** global impacts of MNC, Fairtrade and Aid
 - **Physical & human processes:** physical (weather, climate factors, resources, landlocked), Human (population, tourism, industry, employment, trade, aid)
 - **Environmental interaction:** human and physical processes interact to change the landscape,
 - **Sustainable development:** infrastructure, impacts of short and long term aid, impacts of development on LICs v HICS, Fairtrade
 - **Cultural understanding and Diversity:** vulnerability of groups of people, refugees, quality of life in different countries,



Essential learning outcomes

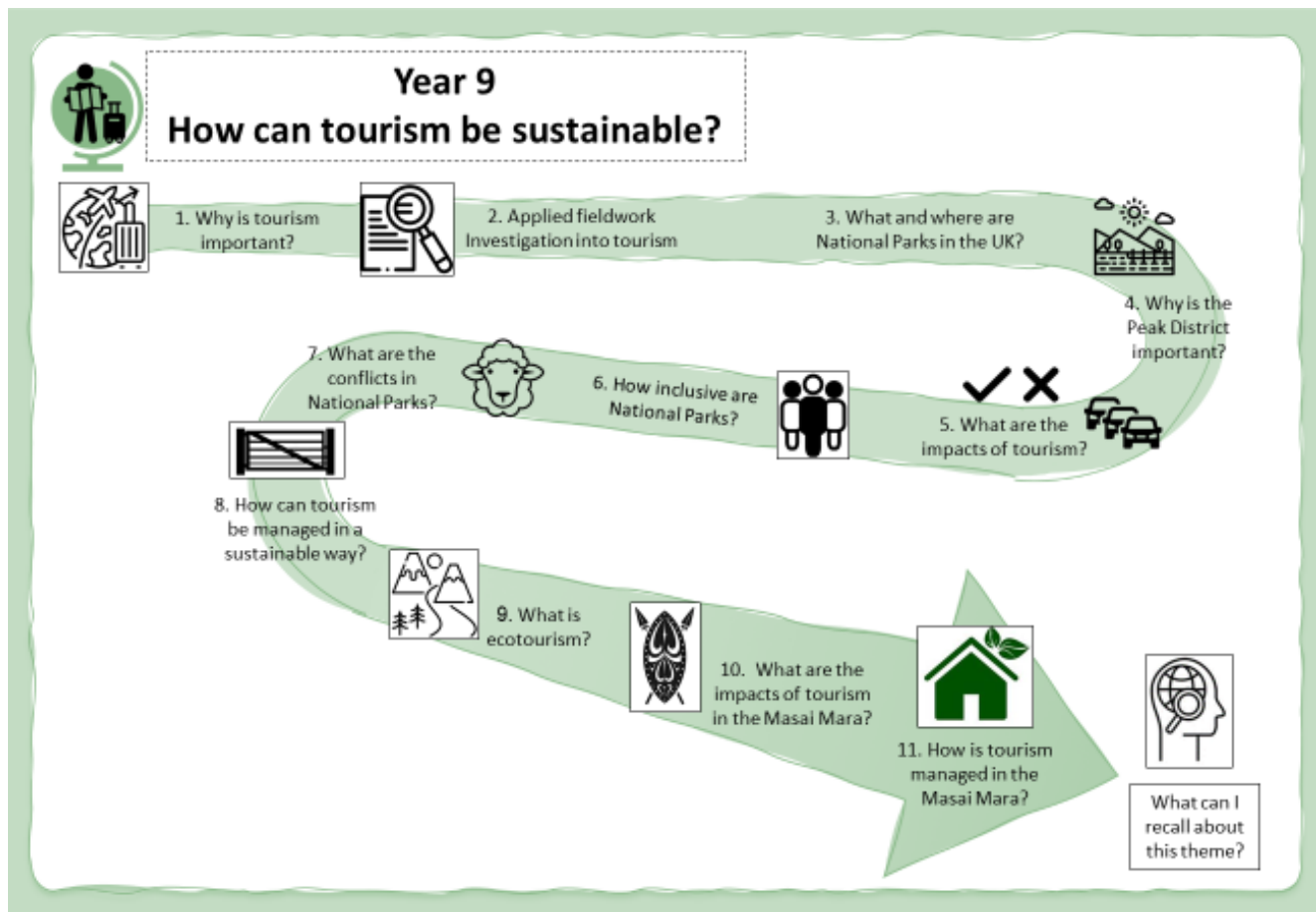
- Know the difference between natural resources, renewable and non-renewable resources
- Name the fossils fuels
- Describe and explain how fossil fuels impact on people and the environment.
- Know what the conflict is with using oil and fossil fuels
- Explain the benefits and problems with fracking
- Name the renewable sources of energy
- Give the advantages and disadvantages of using renewable resources.
- Know what do these terms mean: fresh water, groundwater, irrigate, water stress.
- Know what the main use of fresh water is around the world.
- Describe and explain the distribution of global water supplies
- Describe the causes and impacts of water scarcity and conflict this causes
- Give four examples of things we could do to reduce water stress.
- Investigate the use and management of water supplies in the UK
- Investigate using and managing water supplies in different countries

Vital Vocabulary

aquifer	A natural underground rock structure which holds groundwater.
biomass	Organic matter used as a fuel, especially in a power station for the generation of electricity.
fossil fuels	Coal, oil or natural gas. A fossil fuel is something we use to provide energy by burning it.
Hydroelectric power (HEP)	Electricity generated when flowing water spins a turbine.
irrigate	To water crops.
natural resource	It occurs naturally in the environment, and we can make use of it; for example wind and oil.
non-renewable	A resource we will run out of one day. It is finite. For example oil. They cause air pollution.
renewable (resource)	A resource that nature continues to provide (such as sunlight) or that we can grow more of (such as wood)
Physical water scarcity	not enough water to meet everyone's needs due to lack of rain and large population
Economic water scarcity	areas have the water but people unable to access it due to lack of money

- Geographical Skills**
- Map (cartographic) skills:** political, relief, latitude and longitude, aerial photographs, distributions, choropleth, grid references, sketches,
 - Numeracy:** calculate & draw conclusions from Energy data, mean, median, range, bar, pie-charts, composite graphs, line graphs, water footprint
 - Applied Fieldwork:** labelling photographs and diagrams, Virtual fieldtrips to India/Ghana, GIS Goggle Earth, conflicting views (qualitative)
 - Disciplinary literacy:** DME oracy Fracking, Fictional Reading from Earth Heroes book

- Key concepts**
- Locational knowledge:** linking energy to HICS, MICS, LICs, Ghana (Africa), India (Asia), Bolivia, Aral Sea
 - Place and scale:** UK, Ghana, India, Middle East, Russia, country comparison of energy data, energy reserves in years
 - Scale: Interdependence:** global impacts of MNC, Fairtrade and Aid
 - Physical & human processes:** physical (resources, formation fossil fuels, geology, water cycle, rainfall), Human (primary industry, employr aid, link to development of countries)
 - Environmental interaction:** renewable v non-renewable energy, air pollution, climate change, water management, conflict using resources
 - Sustainable development:** impacts of short and long term aid, impacts of development on LICs v HICS, Wateraid in Ghana
 - Cultural understanding and Diversity:** vulnerability of groups of people, Quality of life in India/ Ghana/ Bolivia



Essential learning outcomes

- Know what is meant by the tourist industry.
- Describe the trends in International tourism.
- Explain the reasons for these trends.
- Explain the SEE impacts of tourism on an area.
- Suggest ways to manage tourism in a sustainable way.
- Explain what eco-tourism is and the benefits and problems it causes to an area.
- Know what National Parks are and why they are important
- Name, locate and label the UK National Parks on a map.
- Describe the location of the Peak District.
- Explain the impacts of tourism on the Peak District
- Explain how footpath erosion is caused
- Suggest ways to manage sustainable tourism in the Peak District
- Investigate the impacts and management of tourism in Kenya

Vital Vocabulary **WORD POWER!**

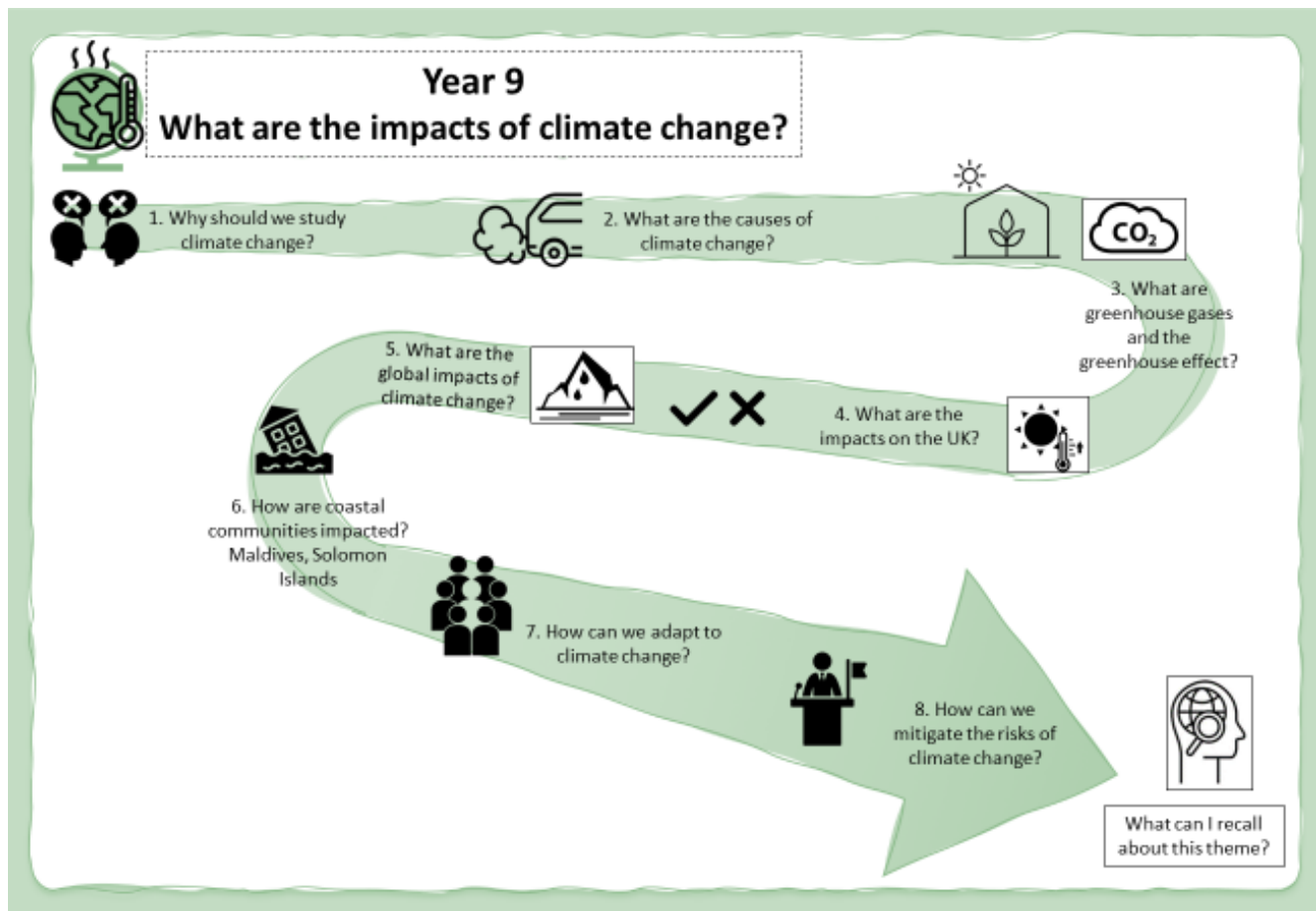
eco-tourism	Small-scale tourist projects that create money for conservation as well as creating jobs.
footpath erosion	Where the vegetation and soil has been lost in an area due to people walking on it.
gully erosion	The removal of soil along drainage lines by surface water runoff.
holiday homes	A home someone owns in addition to their usual homes and uses it for holidays.
honeypot site	A place of special interest that attracts many tourists and is often congested at peak times.
National Parks	A large area of land which is protected by the government for its natural beauty, plants and animals.
tourism	Travelling for fun, it includes activities such as sightseeing or camping.
sustainable	Can be carried on into the future without harming peoples quality of life, or the economy, or the environment.

Geographical Skills

- **Map (cartographic) skills:** political, relief, latitude and longitude, aerial photographs, distributions, choropleth, grid references, OS map, sketches,
- **Numeracy:** calculate & draw conclusions from tourism data, mean, median, range, bar, pie-charts, composite graphs, line graphs, Infographics
- **Applied Fieldwork:** investigation into class tourism, labelling photographs and diagrams, Virtual fieldtrips to Kenya, GIS Goggle Earth, conflicting views (qualitative)
- **Disciplinary literacy:** Peak District advert, Non-Fictional Reading from Earth Heroes book

Key concepts

- **Locational knowledge:** linking tourism to HICS, MICS, LICs, Kenya (Africa), Tropical rainforests (Y8), Peak District
- **Place and scale:** UK National Parks, Peak District, Kenya, Canada, Brazil
- **Interdependence:** local, national and global impacts of tourism, economic data GDP/GNI
- **Physical & human processes:** physical (resources, geology, climate, glaciation), Human (tertiary industry, employment, development of countries, population and urbanisation)
- **Environmental interaction:** air pollution, water pollution, land use, climate change, conflict using land, footpath erosion, resource management
- **Sustainable development:** impacts of sustainable tourism on LICs (Kenya) v HICS (Derbyshire UK), ecotourism principles
- **Cultural understanding and Diversity:** vulnerability of groups of people, Maasai Kenya



Vital Vocabulary

WORD POWER!

Essential learning outcomes

- Describe the difference between climate change and global warming
- Describe what greenhouse gases are – and name at least two of them.
- Explain why carbon dioxide emissions are a particular concern for us.
- Explain the greenhouse effect
- Predict six ways in which climate change will affect our world.
- Predict four ways in which climate change will affect the UK.
- Explain how the burning of fuels in one country affects people in other countries.
- Investigate the impacts of climate change on the Maldives.
- Describe four actions we can take as individuals to reduce carbon dioxide emissions.
- Describe two actions which governments can mitigate the risk and two actions to adapt to the future.

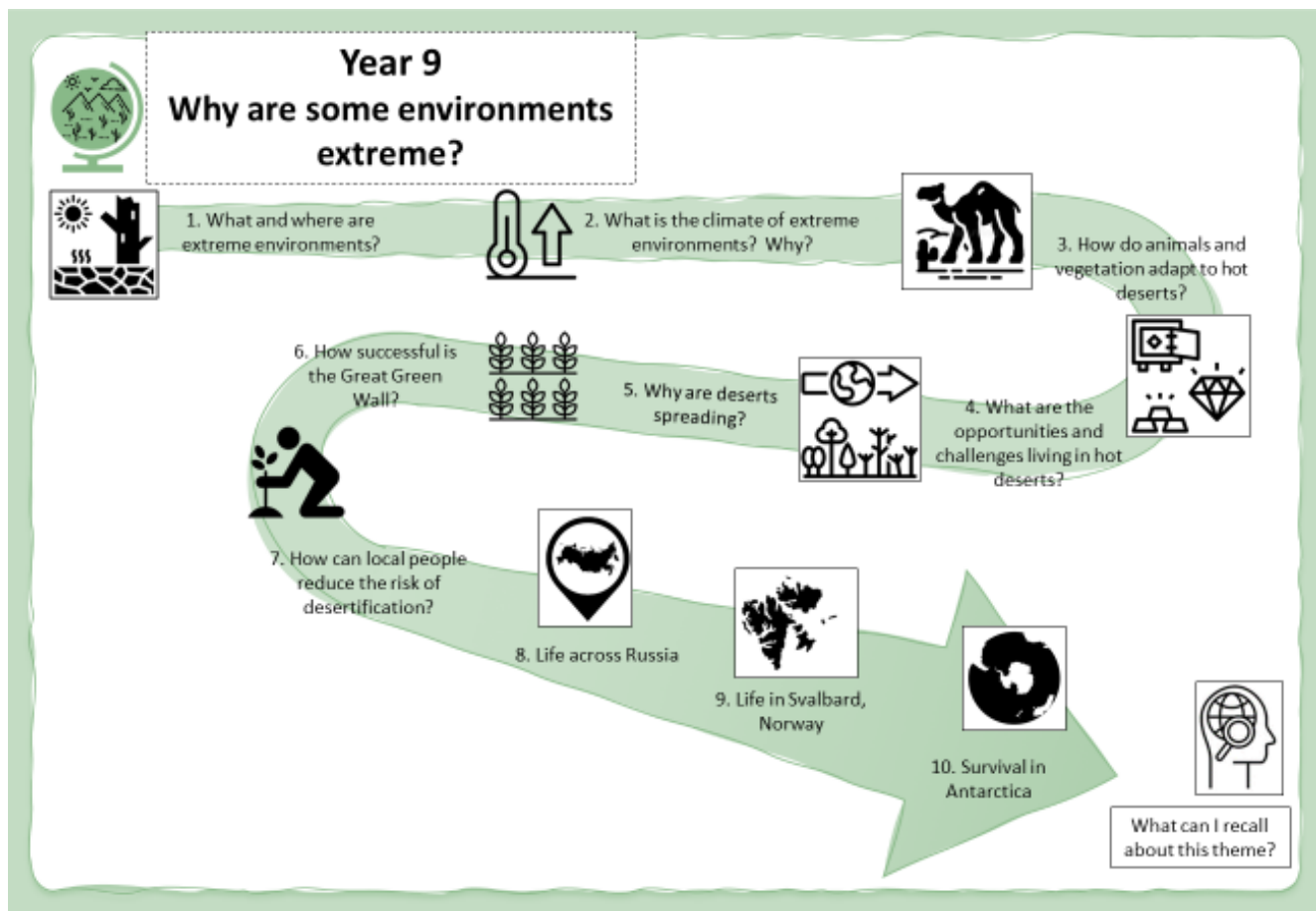
carbon dioxide	A colourless, odourless gas found in the atmosphere, it is also produced by burning fossil fuels.
carbon neutral	An activity in which carbon dioxide emissions are equal to carbon being stored.
climate change	All aspects of climate are changing because Earth is getting warmer. (The temperature, rainfall and wind).
emissions	Something which is given off.
global warming	The rise in average temperatures around the world.
greenhouse gases	Gases such as carbon dioxide and methane that are able to trap heat in the atmosphere.
greenhouse effect	When gases in the Earth's atmosphere trap the sun's heat, making the Earth much warmer than it would be without an atmosphere.
methane	A gas with no colour or smell which is often used as a fuel.

Geographical Skills

- Map (cartographic) skills:** political, relief, latitude and longitude, aerial photographs, distributions, choropleth, grid references, OS map, sketches,
- Numeracy:** calculate & draw conclusions from data, mean, median, range, bar, pie-charts, composite graphs, line graphs, infographics
- Applied Fieldwork:** labelling photographs and diagrams, GIS Goggle Earth, conflicting views (qualitative), Virtual visits Bangladesh, Maldives,
- Disciplinary literacy:** Guided Reading Vanessa Nakate, Non-Fictional Reading from Earth Heroes book, News articles

Key concepts

- Locational knowledge:** linking climate change to HICS, MICS, LICs, Maldives, Bangladesh, Netherlands, Uganda
- Place and scale:** UK, Maldives, Bangladesh, Netherlands, Uganda, continents
- Interdependence:** local, national and global impacts of climate change,
- Physical & human processes:** physical (resources, geology, climate, coasts, rivers), Human (employment, tourism, development of countries, population and urbanisation)
- Environmental interaction:** air pollution, water pollution, land use, climate change, conflict using natural resources, resource management
- Sustainable development:** mitigating risks and adaptation
- Cultural understanding and Diversity:** vulnerability of groups of people, impacts on indigenous population



Vital Vocabulary

WORD POWER!

arid	A very dry climate or land characterized by extremely low precipitation and scarce vegetation, often with a high rate of evaporation
desert	A region that receives very little precipitation, typically less than 250 millimetres (10 inches) per year.
desertification	The process where fertile land becomes desert-like, characterized by reduced vegetation, drier soil, and decreased fertility.
environment	A person or animals natural surroundings
extreme	The characteristic of a place that is on the edge of the range, as far from average as possible.
permafrost	Any ground that remains completely frozen—32°F (0°C) or colder—for at least two years straight.
polar	Polar regions are located within the Arctic and Antarctic Circles, roughly 66.5 degrees north and south of the equator, respectively.
Tundra	A very cold, treeless biome characterised by low-lying vegetation, permafrost (permanently frozen ground), and short growing seasons.

Essential learning outcomes

- Give a definition of extreme environments and deserts
- Describe the distribution of extreme environments
- Describe the physical characteristics of extreme environments
- Draw a climate graph and describe the climate of hot and cold deserts
- Explain why some places are hotter and colder than others
- Explain how plants and animals have adapted to the extreme environment
- Draw a labelled field sketch of the main features of a desert
- Describe and explain how humans use and have adapted to extreme environments
- Describe the physical and human causes of desertification
- Explain how extreme environments can be protected
- Investigate living in extreme environments – Svalbard and Russia

Geographical Skills

- **Map (cartographic) skills:** political, relief, latitude and longitude, aerial photographs, distributions, grid references, sketches,
- **Numeracy:** calculate & draw conclusions from data, mean, range, climate graphs, bar, line graphs, infographics
- **Applied Fieldwork:** labelling photographs, GIS Goggle Earth, conflicting views (qualitative), Virtual visits Antarctica, Svalbard, Russia, Kalahari desert
- **Disciplinary literacy:** News articles

Key concepts

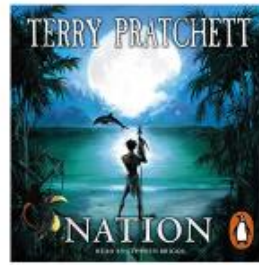
- **Locational knowledge:** Russia, Svalbard, Antarctica, The Sahel, location/distribution of the main deserts and extreme environments
- **Place and scale:** UK, Svalbard, Norway, Russia, The Sahel Northern Africa, continents
- **Interdependence:** local, national and global impacts of human activities in extreme environments
- **Physical & human processes:** physical (resources, geology, climate, biomes, deserts, vegetation), Human (employment, tourism, urbanisation)
- **Environmental interaction:** air pollution, water pollution, land use, climate change, conflict using natural resources, resource management
- **Sustainable development:** mitigating risks and adaptation
- **Cultural understanding and Diversity:** vulnerability of groups of people, impacts on indigenous population



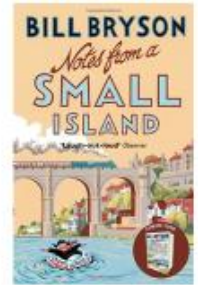
Maps



Maps (& Glaciation)



Skills



The UK



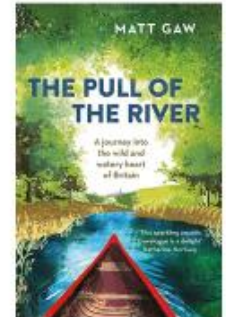
The UK



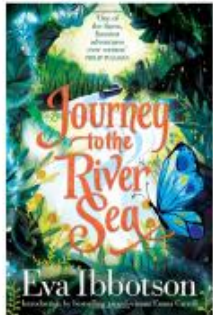
The UK



The UK



The UK and Rivers



Rivers (& Tropical Rainforests)



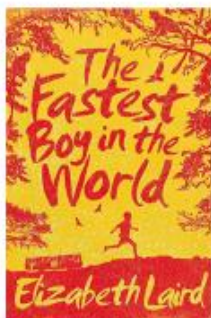
Rivers



Earning a living



Floods



Africa


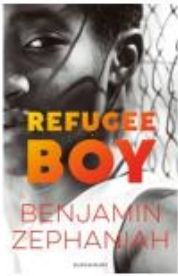
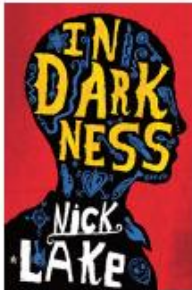
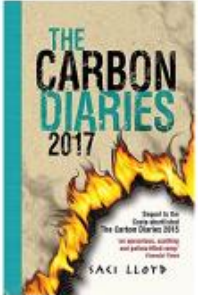
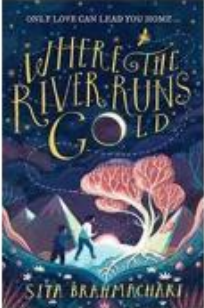
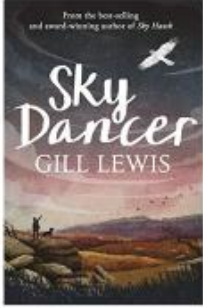



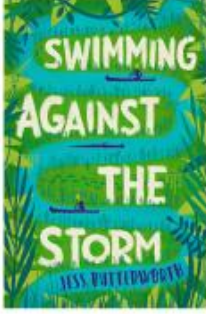
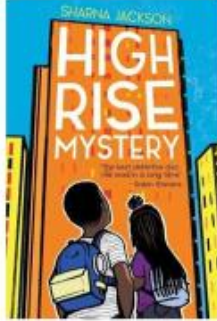

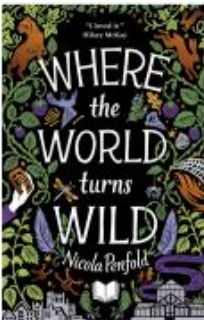
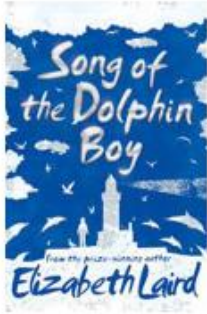
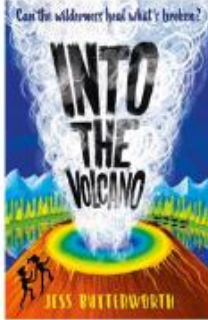



Africa



Africa



 <p>Megacities</p>	 <p>Migration of people</p>	 <p>Earthquakes</p>	 <p>Alternative Energy</p>
 <p>Climate Change</p>	 <p>Human Impacts</p>	 <p>Global Inequality</p>	 <p>Rainforests</p>
 <p>Biomes</p>	 <p>Coastal Management</p>	 <p>Climate Change</p>	 <p>Tundra</p>
 <p>Urbanisation</p>	 <p>Coasts</p>	 <p>Volcanoes</p>	

Key Stage 3 Careers in Geography



Ecologist



Cartographer



GIS Officer



Land Surveyor



Seismologist



Town Planner



**Catchment
Management**



Hydrologist



**Sustainability
Consultant**



Market Researcher



Geography Teacher



**Environment Agency
Floods**



Volcano Vlogger



Ecologist



Countryside Ranger



Woodland Manager



**Career Pilot –
Geography jobs**



Landscape Architect



Safari Guide



Careers in water

Theme 1: Changing Places—Changing Economies

1. Urbanisation in global cities

Y10

- How do people live in other parts of the world? What impact does this have?
- What is being done to improve the quality of life for people?

2. Urban and rural processes and change in the UK

Y10

- How have urban areas changed over time?
- What changes have taken place in rural areas? What is the impact of this?
- How can we create sustainable living environments?

3. A global perspective on development issues.

Y11

- What are the global patterns of development?
- What stages of development are countries at?
- What are the causes and consequences of uneven development?

Theme 2: Changing Environments

1. Shaping the landscape – coasts and coastal management

Y10

- How do people and processes contribute to the development of coastal landscapes in UK?
- How are coastlines managed?
- What are the predicted impacts of climate change on coastal landscapes and communities?

2. Shaping the landscape – rivers and river management

Y11

- How do people and processes contribute to the development of river landscapes in UK?
- Why do rivers flood and what are the consequences of flooding?
- How are rivers managed?

3. Weather and climate

Y10

- Why is the UK climate variable?
- How does the global circulation of the atmosphere create climate zones?
- How are weather hazards distributed? What are the causes, impacts and responses of these hazards?

4. Climate change – cause and effects

Y11

- How has climate changed over time?
- What are the causes, consequences and responses of global warming?

Theme 3: Environmental Challenges

1. How ecosystems function

Y10

- How are climate and biomes linked?
- What are the physical processes and interactions in an ecosystem?
- How are small scale ecosystems managed in the UK?

2. Ecosystems under threat

Y10

- How are ecosystems used, damaged and sustainably managed by human activity?

3. Water resources and management

Y11

- Why does demand and supply of water vary over time?
- How do we manage water supplies?

4. Desertification

Y10

- What and where does desertification happen?
- What are the physical and human causes?
- How can desertification be managed?

Theme I.1

Urbanisation in contrasting global cities

1. What is urbanisation?
2. What is a global city and the characteristics?
3. Where are global cities distributed and developed over time?
4. Where is Mumbai?
5. How and why has Mumbai grown?
6. What are the social, economic & cultural patterns in Mumbai?
7. What are the current challenges of living and working in Mumbai?
8. What are the opportunities and challenges of living in Dharavi?
9. What strategies are used in Mumbai, to inequality and improve lives?
10. Where is London?
11. How and why has London grown?
11. What are the current challenges of living and working in London?
12. What are the social, economic & cultural patterns in London?

Case studies

- Mumbai
- Dharavi
- London
- BedZed

What can I recall about this theme?

Theme I.2

Urban and Rural Processes and Change in the UK

1. Factors affecting the quality of life
2. Distinctive features of urban zones
3. Urban zones in Chesterfield
4. Impacts of migration
5. Urban renewal in Chesterfield
6. Brownfield sites and greenfield sites
7. Sustainable living environments - BedZed
8. Sustainable transport
9. Factors driving rural change - counterurbanisation
10. Impacts of change on rural areas
11. Changes in retail provision - cause and effects
12. Impacts of technology on retail provision
13. Leisure use in urban and rural areas
14. Honeypot sites and management
15. Impacts of major sporting events

Case studies

- Chesterfield
- Sheffield
- London
- BedZed
- Peak District
- Rugby World Cup

What can I recall about this theme?

Theme 1.3

A global perspective on development issues

1. What is development data?
2. What are the benefits and limitations of using development data?
3. What are LICs, NICs and HICs and their characteristics?
4. What is globalisation?
5. What are the key drivers of globalisation?
6. What are the causes of uneven development?
7. What are the consequences of uneven development in LICs?
8. What are the consequences of uneven development in NICs?
9. What are MNCs?
10. Why do MNCs locate themselves in countries at differing levels of development?
11. What are the consequences of MNCs on different countries?
12. What are the consequences of globalisation on the UK?
13. What are the impacts of trade and Fairtrade?
14. What are the advantages of aid for the donor and recipient?

Case studies

- India – Tata
- UK – Unilever
- Bangladesh
- Trade – UK and India
- Ghana – Fairtrade
- Aid -

What can I recall about this theme?

Theme 2.1

Coasts and Coastal Management

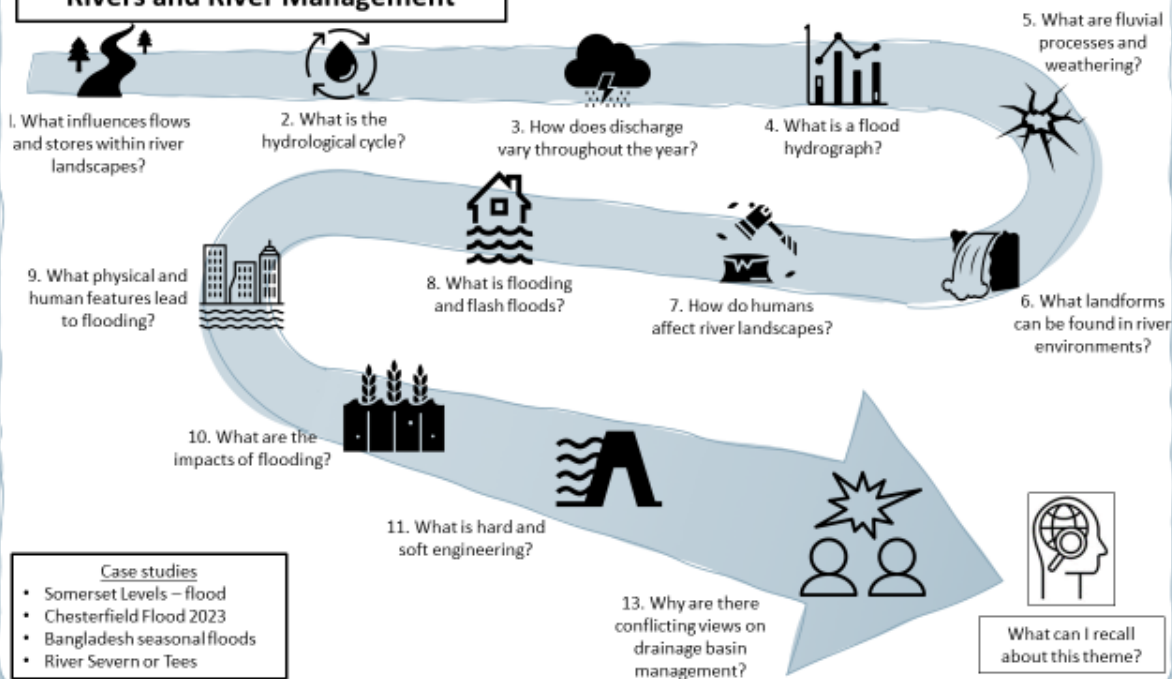
1. Why is the coastline important?
2. What are constructive and destructive waves?
3. How does geology and human activity influence erosion?
4. What are coastal processes?
5. How are coastal landforms created?
6. How does seasonal weather influence the coast?
7. What are costs/benefits of hard engineering?
8. What are the costs/benefits of soft engineering?
9. What holds the line/retreat the line?
10. What are SMPs?
11. Why are there conflicting views on coastline management?
12. What are the impacts of climate change on coastal communities in the UK? (cover in climate change)
13. What are the impacts of climate change on coastal communities in Maldives? (cover in climate change)

Case studies

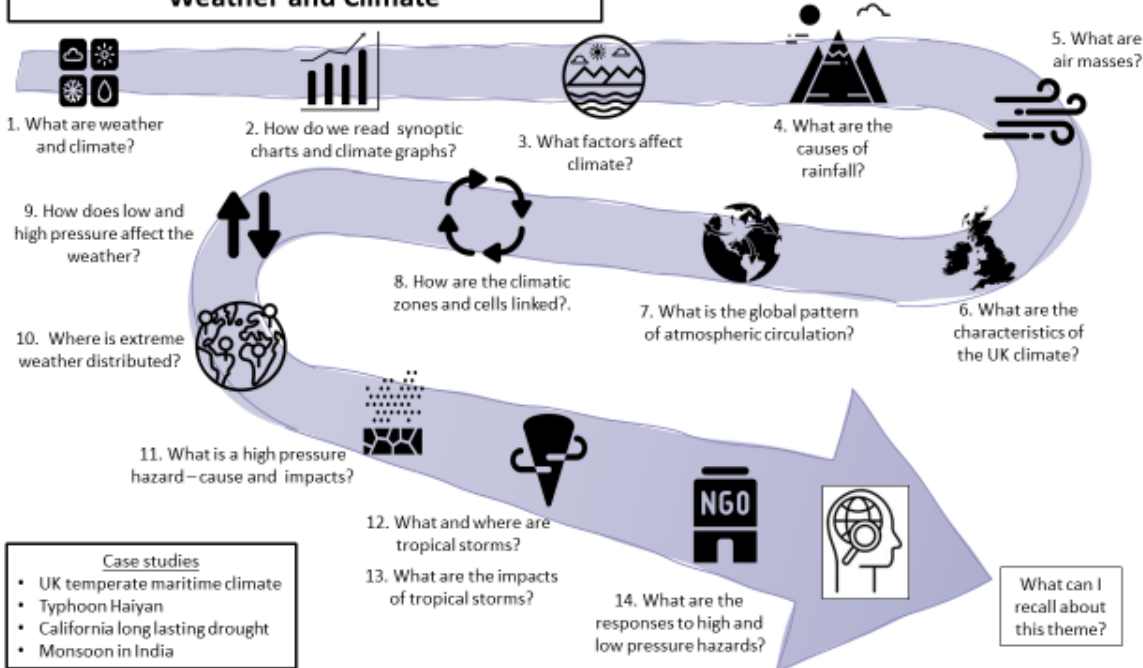
- Holderness Coast
- Jurassic Coast - Dorset
- Maldives
- Medmerry

What can I recall about this theme?

Theme 2.2 Rivers and River Management

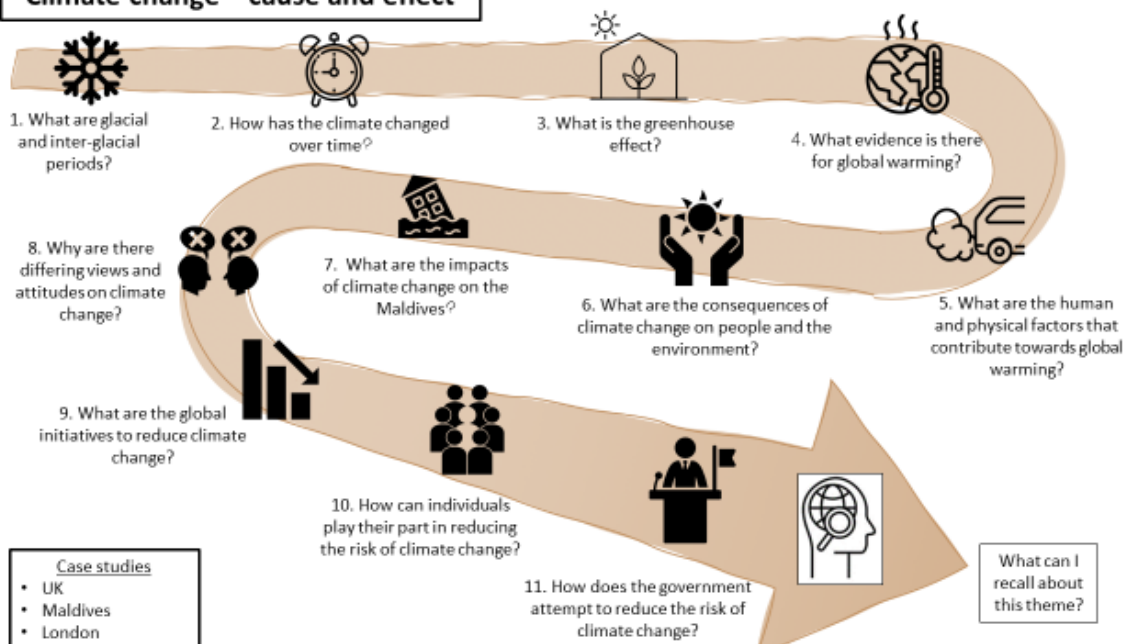


Theme 2.3 Weather and Climate



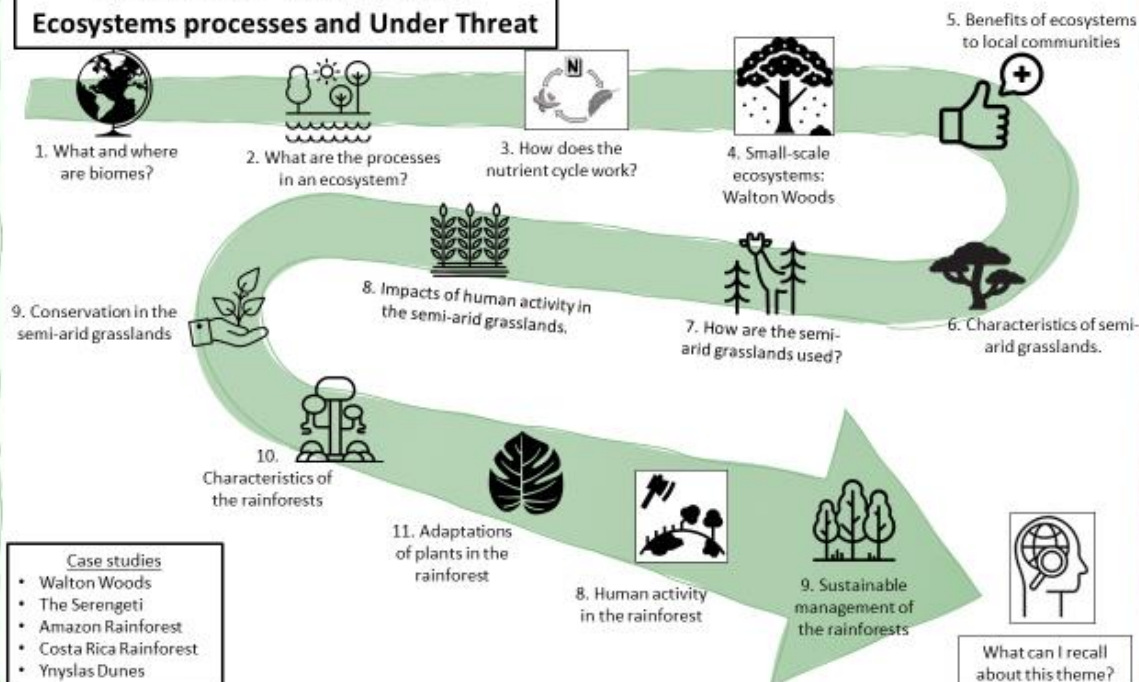
Theme 2.4

Climate change – cause and effect



Theme 3.1 & 3.2

Ecosystems processes and Under Threat



Theme 3.3 Water Resources and Management

1. What are the trends in water supply and demand?
2. What is a water footprint?
3. Why does water supply and demand vary?
4. What is consumerism?
5. How does the UK manage its water supplies?
6. What are water-transfer schemes? Why do we need them?
7. What is over-abstraction?
8. What are the impacts of over-abstraction?
9. What happened to the Lake Chad?
10. How do Lesotho and South Africa manage their water supplies?
11. What are the transboundary water issues along the Mekong River?
12. Are Dams the answer?

Case studies

- Kielder Water Reservoir
- Lake Chad
- Mekong River
- Lesotho and South Africa

What can I recall about this theme?

Theme 3.4 Desertification

1. Where is vulnerable to desertification?
2. What is the global pattern of atmospheric circulation?
3. What are the physical causes leading to desertification?
4. What human activities lead to desertification?
5. What are the different viewpoints of stakeholders?
6. Where is the Sahel?
7. Why is the Sahel at risk?
8. What are the impacts of desertification?
9. What local strategies are used to combat desertification?
10. What strategies are NGO's using to combat desertification?
11. What is the Great Green Wall?
12. How will the Great Green Wall help to combat desertification?

Case studies

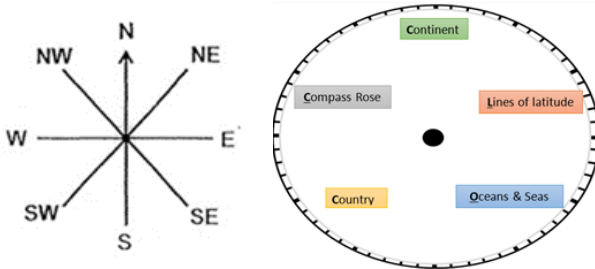
- The Sahel
- The Great Green Wall

What can I recall about this theme?

Support for Geographical Skills

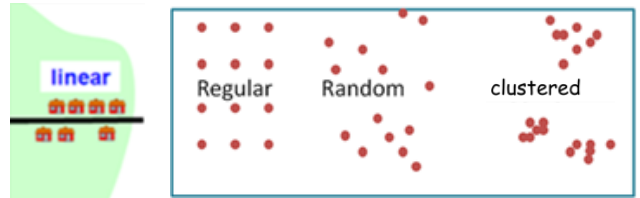
1. Location of places/features

- **Continent/country**
- **Latitude** - equator, Tropics, Hemisphere
- **Oceans** – coastal, inland, sea, rivers, lakes
- **Country** – nearby country or capital city
- **Compass** - Direction from a main feature
- **Scale (distance)** from a main feature



2. Distribution – pattern on a map

- Is there a **pattern?** – linear (often lines of latitude), clustered (next to each other), regular? Or is it random?
- **Where** is the pattern? direction
- **Most (1)? least (1)?**
- **Name specific** examples
- Refer to specific figures/numbers



3. Describing graphs - TEA

- **Trend** – up/down/constant/fluctuate?
- **Evidence** - Refer to **data** – highest? Lowest? When?
- **Anomalies** – what doesn't fit the trend?

CHALLENGE

- **Rate of change** – slow, steady, rapid, constant

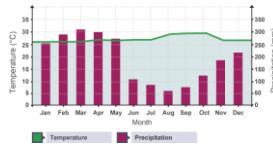


4. Comparing data

- Are they **similar or different** trends?
- **E.g.** both increase
x increases while y decreases
- Use the words **MORE THAN** or **LESS THAN**
- Quote **data** – x increases more by...
- Weather: windier than, warmer than, wetter than
- Size : bigger than, smaller than
- **Anomalies** (atypical)– what doesn't fit the typical pattern

5. Climate graphs

- **Rain - seasonal**
 - wet season (most? When?)
 - dry season (least? When?)
 - constant all year (very similar)
 - total annual rainfall
- **Temperature range**
 - highest (how hot? When?)
 - lowest (how cold? When?)
- Is there a **season pattern?** When?



6. DEELS or PEELS

- D** – describe (d) – say what you see
- E** – evidence (ev) from the resources
- E** – explain/elaborate
 -so what(el)
 -which means that (el+)
 - as a result
- L** – link back to the question using the geographical words in the question
- S** – sustainable/solution/short or long term scale (s)

S – social



How it affects the **lives of people and society** (culture, health, education, standard of living, water access, housing)

E – economic



How it affects **money and business** (trade, industry, wealth, tax, government)

E – environment



How it affects our **surroundings** (air, land, sea, wildlife, plants, built up areas)

S – sustainable



Meeting the needs of people **now and in the future**, so it does not **harm the environment**

Literacy support – Tier 2 Command words

word	meaning
define, give outline, name, state	<p>These words require you to answer briefly. You are asked to recall information or select a particular piece of information from a photograph or diagram.</p> <ul style="list-style-type: none"> Define = Give a definition/meaning of a geographical term
calculate	<p>This means to work out the numerical answer to a question. You should always show how you worked out the answer.</p>
complete	<p>This means to take the information that has been provided and complete a table or graph.</p>
describe	<p>This requires you to give the main characteristics of something.</p> <ul style="list-style-type: none"> Write what you see. Do NOT explain or give a reason.
locate	<p>State where a place is – use the CLOCC method</p> <p>CLOCC – continent, latitude, oceans (body of water), countries/cities nearby, compass direction</p>
compare	<p>Write what is similar and what is different. Give data evidence for 1 mark.</p> <ul style="list-style-type: none"> Connectives – whereas, in contrast, similarly, larger/smaller than, more/less than Name the two places in the same sentence. E.g. UK is colder than Spain(1) by 5C (1)
explain	<p>Why? Give reasons for...</p> <ul style="list-style-type: none"> You are expected to give a simple reason (1) and an elaboration (1) and sometimes a detailed elaboration using 'which means that'...(1)
suggest why	<p>Give your own ideas and show understanding</p> <ul style="list-style-type: none"> Similar to giving reasons/explain but there is not necessarily a right of wrong answer Look for clues in the question or resources and draw in ideas from case studies or news
discuss	<p>You will be expected to bring forward strengths and weaknesses of the different sides of the argument. Use discursive language such as '<i>however</i>', '<i>on the other hand</i>' and '<i>nevertheless</i>'.</p>
evaluate	<p>Pick out good and bad points and make judgements / judge from available evidence</p>
Justify	<p>Explain why you made that decision</p> <ul style="list-style-type: none"> Give both sides to the argument and give specific data/map evidence/views from the resources
To what extent	<p>This phrase is asking you how much you agree or disagree with an idea.</p> <p>Judge the importance of each point. If possible, you should include points for and against the idea.</p>