Quwwat-Ul-Islam Girls' School



Geography

Knowledge and Skills Progression Map

School Motto
Together we can achieve more
School Values
Respect . Aspiration . Responsibility
Learning Drivers
Caring for Ourselves, Our World, Our Education, Our Rights

School Vision Statement

To establish a school of excellence both **Islamically** and **Academically** - Provide a **holistic** education which is inspired by:

Taqwa: God consciousness, morals **and values** inspired by the prophet (saw) coupled with **academic excellence.**

At Quwwat-Ul-Islam girls' school we adhere to the following:

- **Mutual respect and tolerance** - We respect and care for everybody.
- **Democracy**– We promote the right of every individual to have their opinions and voices heard.
- **The rule of the law** – We understand that laws and rules protect us and at the same time provide us with responsibilities, by breaking them there are consequences.

National Curriculum Expectations

Level Expected at the End of EYFS

Understanding the World (People and Communities)
Children know about similarities and differences between themselves and others, and among families, communities and traditions.
Understanding the World (The World)
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

By the end of Primary students should be taught:

Locational Knowledge
Pupils should be taught to:
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Place Knowledge
Pupils should be taught to:
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and Physical Geography
Pupils should be taught to:
describe and understand key aspects of:
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Geographical Skills and Fieldwork
Pupils should be taught to:
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

By the end of Secondary students should be taught:

Locational knowledge

Pupils should be taught to:

extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

Pupils should be taught to:

understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

Pupils should be taught to:

understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to:

geological timescales and plate tectonics;

rocks, weathering and soils;

weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts

human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field

interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs

use Geographical Information Systems (GIS) to view, analyse and interpret places and data

use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Geography						
Year Group	**Autumn 1.1**	**Autumn 1.2**	**Spring 2.1**	**Spring 2.2**	**Summer 3.1**	**Summer 3.2**
Year 1	History Focus	Where do I live?	History Focus	Around the World	History Focus	Four Seasons
Year 2	History Focus	At the farm	History Focus	Let's go on Safari	History Focus	My world and me
Year 3	History Focus	Countries of the World	History Focus	Where does our food come from?	History Focus	In the Desert
Year 4	History Focus	European Neighbours	History Focus	Settlements	History Focus	Earning a living
Year 5	History Focus	United Kingdom	History Focus	Investigating rivers	History Focus	South America
Year 6	History Focus	Extreme Earth	History Focus	Our Local Area	History Focus	North America
Year 7	Africa	About the UK	Maps & Mapping	Kenya	Rivers	Rivers
Year 8	Population	Weather & Climate	Climate Change	Urbanisation	China	Fieldwork & GIS
Year 9	Our Restless Planet	From Rock to Soil	Using Earth's Resources	Earning a Living	International Development	Middle East
Year 10 **GCSE Edexcel**	Global Geographical Issues **Topic 1** Hazardous Earth 1A - Climate	Global Geographical Issues **Topic 1** Hazardous Earth 1B - Tectonics Topic 2 Development Dynamics	Global Geographical Issues **Topic 2** Development Dynamics Case Study **Topic 3** Challenges of an urbanising world	Global Geographical Issues **Topic 3** Challenges of an urbanising world	People & Environment Issues - Making Geographical Decisions **Topic 7** People & the biosphere **Topic 8** Forests Under Threat	People & Environment Issues - Making Geographical Decisions **Topic 9** Consuming Energy Resources
Year 11 **GCSE Edexcel**	UK Geographical Issues **Topic 4** UK's Evolving Physical Landscape Overview 4B River Processes & Pressure *Fieldwork:Investigating River Processes & Pressures Epping Forest Trip	UK Geographical Issues **Topic 6** Geographical Investigations 4A Coastal Change & Conflict *Fieldwork:Investigating River Processes & Pressures Stratford	UK Geographical Issues **Topic 5** UK's Evolving human landscape	UK Geographical Issues **Topic 6** Geographical Investigation Fieldwork Investigating Dynamic Urban Areas		

Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination with the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenges. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork allowing us to take our classroom experiences into the many open spaces in close proximity to the school such as, Epping Forest, West Ham Park and the Olympic Park based in Stratford city. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with the end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. Keywords are also highlighted in each lesson pack, to be used by children to deepen their geographical knowledge

Impact

We believe that the impact of using our Geography lessons as the basis of your curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

Geography Progression Map

		Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
Year 1	Knowledge	**History Focus**	**Where do I live?**	**History Focus**	**Around the World**	**History Focus**	**Four Seasons**
	Skills I can… Key Vocabulary continents oceans country mountains hills Lakes France China Australia Africa Kenya Brazil America south North weather seasons		**Locational knowledge** understand that the world is split into seven land masses called continents understand oceans between the continents explain the difference between a continent and a country name the four countries of the UK name the four capital cities of the UK and match them to their country **Human and physical geography** Identify and describe some of the physical features of the UK, such as mountains, hills and lakes		**Locational knowledge** recognise that France is a country in Europe recognise that China is a country in Asia recognise that Australia is the name of both a country and a continent recognise Kenya is a country in Africa recognise that the USA is a country in North America recognise that Brazil is a country in South America recognise that there are no countries in Antarctica **Human and physical geography** identify and describe some		**Human and physical geography** explain what seasons are and how they relate to the months of the year describe the features of each of the seasons using appropriate vocabulary to describe weather patterns compare the four seasons

			explain what a settlement is describe the basic differences between a village, town and city **Geographical skills and fieldwork** locate the United Kingdom on a world map locate the four countries of the UK on a map identify where the capital cities of the UK are on a map explore my local area, identifying basic human and physical features(ForestGate) explore a map of my local area and identify basic features, such as roads and rivers		key human and physical features of countries in each of the continents use words such as city, beach, mountain and lake to describe features of a place understand that some countries are hot countries and some countries are cold countries **Geographical skills and fieldwork** identify the UK and France on a map of Europe understand that the lines within a map denote country borders locate the seven continents on a world map		

Year 2	Knowledge	History Focus	At the Farm	History Focus	Let's go on Safari	History Focus	My World and Me
	Skills I can… Key Vocabulary arable, dairy livestock farming buildings fields shops roads compass points navigate volcano mountainssavannah Ecuador equator		**Human and physical geography** explain the difference between arable, dairy and livestock farming describe how the different seasons affect life on a farm explain what happens on a farm in the different seasons describe how living on a farm is different from living in a town using vocabulary such as: buildings, fields, shops and roads **Geographical skills and fieldwork** use an aerial photo to identify features, such as buildings, fields and roads use a map with a simple key to identify features of a farm, such as		**Locational knowledge** recognise that Nairobi is the capital city of Kenya **Place knowledge** describe how the climate is different in Kenya to the UK compare and contrast the landscapes and settlements of Kenya and the UK **Human and physical geography** explain that countries near the equator are hot countries and countries near the poles are cold countries understand that Kenya is near the equator so it is a hot country describe the physical features of Kenya, using vocabulary such as beach, volcano, mountains,		**Place knowledge** compare the climate of the UK and Ecuador compare and contrast the physical features of the UK and Ecuador compare and contrast the capital cities of Ecuador and the UK considering physical and human features **Human and physical geography** describe the physical and human features of Ecuador identify animals that live in hot and cold countries **Geographical skills and fieldwork** locate the five oceans on a map identify the equator and the poles on a world map

			different buildings and fields what the four points of a compass are use the four compass points to navigate around a map		savannah and valley understand that there are lots of different groups of people in Kenya and that some live in traditional tribes and some live in modern cities describe some of the cultural features of Kenya **Geographical skills and fieldwork** describe which oceans surround the continent of Africa navigate around a map using a grid and compass directions		use aerial photos to describe a variety of landscapes and locations around the world create a map of my route to school using a key

Year 3	Knowledge	History Focus	Countries of the World	History Focus	Where does our food come from?	History Focus	In the Desert
	Skills I can… Key Vocabulary population climate zones human physical Northern Southern hemisphere longitude latitude Cancer Capricorn imported exported ice cap tundra boreal temperate subtropical tropical climate erosion desert formations		**Locational knowledge** name the seven continents of the world independently compare the seven continents by size, number of countries and population name several different countries in each continent name some major capital cities of the world where the North and South Poles are **Place knowledge** compare two different countries and state their similarities and differences **Human and physical geography** that places have different climate zones depending on where they are located, such		**Locational knowledge** what the Northern and Southern Hemispheres are which hemisphere each continent is in what the Eastern and Western Hemispheres are name some countries that are in the Northern and Southern Hemispheres that the terms 'longitude' and 'latitude' are used to describe position on world maps and globes that the tropic of Cancer and tropic of Capricorn are lines of latitude that the tropics describes the area between the tropics of Cancer and Capricorn what the prime meridian is		**Locational knowledge** locate the country and continent of deserts and desert cities **Human and physical geography** name and locate the major deserts of the world use line graphs and charts to explore and compare climate data for deserts around the world explain how erosion and other processes create different desert formations describe some of the ways in which humans use deserts, such as mining, solar farms, military testing and recreation describe some of the ways in which people use desert land to live use independent

			as desert, arctic and tropical Describe what some of the climate zones of the world are like identify key physical features of the seven continents, including the tallest mountain and longest river in each describe the difference between human and physical geography use a variety of sources to find out about the physical and human geography of a particular country **Geographical skills and fieldwork** label each of the seven continents on a world map locate countries in a particular continent on a world map		**Human and physical geography** describe the basic features of some climate zones what the terms 'import' and 'export' mean that a lot of foods are imported and exported around the world Explain how land in tropical biomes is being changed to enable more food to be produced describe what the term 'deforestation' means describe ways farmland is used in Mediterranean climate zones describe the difference between arable and pastoral farming explain how land is used to		research to find out **Geographical skills and fieldwork** use a map with a key to identify deserts on a world map

			use given clues to help me locate a country on a world map that I can use an atlas and the internet to find where countries are located in the world use a climate zone map to identify what a country's climate is like locate major capital cities of the world on a map		produce food in the UK gather and explain information about UK food trade links **Geographical skills and fieldwork** use a climate zone map to identify where ice cap, tundra, boreal, temperate, subtropical and tropical climate zones are located read a time zone map and use it to answer questions about two different locations		

Year 4	Knowledge	History Focus	Our European Neighbours	History Focus	Settlements	History Focus	Earning a Living
	Skills I can… Key Vocabulary Europe oceans settlements identify map symbols abbreviation Ordnance Survey map industries geographical areas climate landscape industries unemployment child labour economy		**Locational knowledge** name different countries in Europe name the seas and oceans surrounding Europe **Place knowledge** compare the human and physical geography of London and Paris ask and answer questions to help me compare and contrast London and Paris **Human and physical geography** identify European countries based on human features, such as language, flag and currency identify the capital cities of Europe compare two European capital cities according to		**Locational knowledge** identify modern settlements that have developed from an early settlement explain how settlements have developed over time **Place knowledge** identify and discuss the features of different settlements use my local knowledge when exploring maps **Human and physical geography** suggest land features early settlers would need to consider when choosing a settlement location design a settlement incorporating necessary human and physical		**Locational knowledge** that the UK's industries are dependent on geographical areas **Human and physical geography** I understand the concept of trade links I understand the concept of an economy identify a variety of jobs that belong to different sectors what some of the UK's top industries are describe how climate and landscape help determine a country's industries explain how unemployment affects people in the UK and around the world

			their human and physical features use independent research to explore the human and physical features of a particular European country **Geographical skills and fieldwork** locate the countries of Europe locate the capital cities of Europe on a map		features **Geographical skills and fieldwork** identify map symbols and abbreviations on an Ordnance Survey map use online mapping software and Ordnance Survey maps to identify different features use online mapping software and Ordnance Survey maps to describe the areas between settlements create a plan of a fictional settlement		explain how child labour around the world affects the economy **Geographical skills and fieldwork** use a map of the UK to identify where different industries are more prevalent annotate a world map to show different industries in different countries.

Year 5	Knowledge	History Focus	The United Kingdom	History Focus	Investigating Rivers (Thames)	History Focus	South America
	Skills I can… Key Vocabulary geographical features regions erosion coastal stacks cliffs rivers journey source mouth precipitation condensation evaporation transpiration tributary meander transportation deposition wildlife habitats energy Farming leisure Andes mountain South America natural resources hydroelectric dams tourism population life expectancy language, religions currency		**Locational knowledge** describe key geographical features of the UK and its countries that the UK can be split into regions and that each region contains several counties identify and name the counties of the UK **Human and physical geography** explore the human and physical features of a particular town or city in the UK the difference between a hill and a mountain describe how different mountains are formed name and locate mountain ranges of the UK explain the		**Human and physical geography** explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration describe the role rivers play in the water cycle explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander explain the processes of erosion, transportation and deposition in relation to rivers describe why rivers are useful, such as for transportation, wildlife habitats, energy, farming and leisure		**Locational knowledge** name the countries of South America use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like **Place knowledge** use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America compare and contrast the human and physical features of Brazil and the UK **Human and physical geography** identify and describe the different climate zones of South America

			difference between a sea and an ocean identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs name and locate the major rivers of the UK that rivers start their journey at the source and end their journey at the mouth **Geographical skills and fieldwork** place the four countries and capital cities of the UK on a map use given clues to locate the counties of England on a map use a map to answer true or false questions about the location of a county locate the major towns and cities of the UK on a map		describe the causes of river pollution and its effect on the environment generate geographical questions about a particular river **(Thames)** and use a variety of sources to find the answers **Geographical skills and fieldwork** use a world map to identify major rivers around the world		explain that the Andes are the major mountain range of South America use plate tectonics to describe how mountains are formed explain what a volcano is and how they are formed compare the differences between the three types of volcanoes describe how humans use the Andes for things like natural resources, hydroelectric dams and tourism compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency

							explainthat the main industries of South America are agriculture and timber **Geographical skills and fieldwork** locate the countries of South America on a map use political maps and climate maps to identify the climate zones of South America use a topographical map to locate the mountain ranges of South America use a map of plate tectonics to identify the location of the Andes create a colour key on a map of South America to denote key industries

Year 6	Knowledge	History Focus	Extreme Earth	History Focus	Our Local Area	History Focus	North America
	Skills I can… Key Vocabulary extreme temperature located atmosphere troposphere inhabited water cycle tornados tropical storms hail storms blizzards plate tectonics earthquake commercial residential industrial educational forests parks commons climates North America Grand Canyon Niagara Falls Hubbard Glacier		**Locational knowledge** recognise that some places of extreme temperature are located **Human and physical geography** understand that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them explain what a drought is and some of the causes and effects explain why some areas get more rain than others in relation to the water cycle describe some extreme weather phenomena around the world, including tornados, tropical		**Locational knowledge** explain that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time understand that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons **Human and physical geography** compare difference between high-order and low-order services in a settlement identify which products are		**Locational knowledge** identify the countries of North America. match North American capital cities with their correct country. **Place knowledge** compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places. **Human and physical geography** compare the climates of different parts of North America using graphs match a description of a climate to a corresponding

			storms, hail storms and blizzards describe the effects of extreme weather phenomena on the environment and people affected use plate tectonics to describe what earthquakes are and why they happen what the Richter scale is describe the effects of earthquakes on the environment and people affected that tsunamis occur when there are earthquakes on the ocean floor describe what happens when a volcano erupts		exported from the UK, their value, their share of UK exports and the main importer countries name many of the natural resources that are found in the UK identify UK commodities that are made or produced in my local area describe land use around my school, explaining how I feel about different areas and what I would change compare local climate data with climate data for other parts of the UK explain that different winds can affect the climate of		bar graph describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed compare the features of North American capital cities, and order cities by population and area use independent research to find out about the human and physical geography of a particular North American country **Geographical skills and fieldwork**

					different parts of the UK **Geographical skills and fieldwork** use fieldwork to observe where some of the UK's natural resources can be found use fieldwork to identify different examples of land use in my local area use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me (River		use given information about the location of North American countries to label a map of North America use a time zone map to state what the time would be in different places in North America compared to the UK, and vice versa

					Thames) use fieldwork to gather information about the vegetation and wildlife of a local river use fieldwork to gather weather data about my local area use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain use a topographical map to identify the major mountain ranges of the UK		

Year 7	Knowledge	Africa	About the UK	Maps & Mapping	Kenya	Rivers	Rivers
	Skills I can… Key Vocabulary interpret population pyramids population structure Africa political map density climate maps Immigration modern historical Kenya cause consequences flooding	interpret population pyramids to describe population structure identify countries in Africa using a political map interpret and compare population density and climate maps plot and interpret climate graphs interpret topographic maps to identify key physical features describe and explain causes and consequences of poverty in Africa	identify the four nations that constitute the UK using a political map use capital cities and positional language to describe location of UK countries interpret and annotate photographs interpret and compare population density and climate maps create and analyse a climate graph of the UK describe and explain causes and consequences of immigration in the UK and the impact of the UK's relationship with the world	compare modern day and historical maps draw maps to scale produce annotated sketches of mental maps interpret photographs to create annotated aerial maps interpret OS maps using scale identify features on an OS map	interpret population pyramids to describe the population structure of Kenya identify main cities using a political map interpret and compare population density and climate maps plot and interpret climate graphs interpret relief/topographic maps to identify key physical features in Kenya describe and explain costs and benefits of the tourism/flower industry to Kenya .	annotate sketches of a river's long profile plot cross sections along the course of a river identify river landforms and features on an OS map interpret climate graphs	annotate images of river use interpret flood risk maps identify ways in which rivers can be preserved and used sustainably describe and explain causes and consequences of flooding to people and the environment and evaluate solutions to flooding

Year 8	Knowledge	Population	Weather and Climate	Climate Change	Urbanisation	China	Fieldwork & GIS
	Skills I can… Key Vocabulary global planet Weather systems global heat circulation air pressure changeable weather depressions tropical cyclones climate factors impact shenzhen megacity urbanisation environment sustainable cities distribution density China Belt Initiative Road Initiative GIS hotspots	discuss what causes global population change describe the impact of population changes on the planet interpret future population projections and impact on people and the environment interpret population density maps to describe the uneven global distribution of people interpret population pyramids interpret and analyse population projections describe and explain global population describe distribution, density, causes and consequences	describe weather systems, global heat circulation, air pressure, discuss UK's climate and climate around the world annotate diagrams of global circulation of heat create case study fact files on storm events describe and explain the impact of storm events on people and the environment	discuss human impact on climate describe local and global cause and effect of climate actions discuss climate change solutions analyse videos and images to identify causes and consequences of human induced climate change analyse climate heat maps. interpret and analyse sea level projections describe and explain causes and consequences of climate change on people describe and explain causes and consequences of climate change on the environment Evaluate solutions to climate change	explain growth of towns and cities discuss Manchester's decline and growth describe urbanisation around the world discuss push and pull factors of migration analyse the impact of urbanisation on people and the environment explore life in slums and sustainable cities interpret scatter plots to identify the relationship between urbanisation and wealth interpret and analyse land use maps	explore the history of China discuss Shenzhen as a megacity describe life in rural China discuss the environmental impact of China's growth and the Belt and Road Initiative interpret choropleth maps to describe population distribution and density in China Create a timeline of key events interpret and analyse a climate map of China's climate zones. describe, explain and compare life in rural and urban China	complete fieldwork investigation process and present data collected, e.g. by using tables and maps analyse data collected, and suggest reasons behind patterns or trends use GIS platforms e.g. Google Earth to identify locations and key human and physical geography landmarks. analyse a GIS heat map that shows hotspots

Year 9	Knowledge	Our Restless Planet	From Rock to Soil	Using Earth's Resources	Earning a Living	International Development	Middle East
	Skills I can… Key Vocabulary Cross section plate movements, earthquakes, Sichuan China Tsunami Vesuvius tectonic events topographic maps food inequalities, fossil fuel production consumption renewable energy exploitation choropleth maps tArabian Peninsula economies	label a cross section of the Earth identify, label and describe different plate boundaries using a map annotate images of primary and secondary impacts of tectonic events create a fact file of case studies on tectonic events interpret Richter Scale graphs. describe,explain and assess the impact of tectonic events	interpret geological timescales to identify rock types in each eon annotate a diagram of the rock cycle annotate images of different rock items used in everyday life. interpret and analyse topographic maps to describe the UK's geological landscape describe,explain and assess the relationship between geology and human uses of the UK landscape	interpret choropleth maps to analyse access to water around the world use case studies to explain physical and economic water scarcity analyse data to describe the pattern of solar power use in the UK interpret data on oil production and consumption interpret line graphs and compound bar graphs to describe the trend in the use of fossil fuels since 1800 explain and assess global water inequality and food poverty causes and consequences	discuss why employment patterns change describe globalisation in relation to the UK interpret and create pie charts to demonstrate the levels of employment in each employment sector interpret bar and line graphs to explain how and why the UK's employment structure changed since 1600 analyse data to explain the employment structure of developing and developed countries sketch a rough line graph to show the pattern of employment chang describe and explain the causes and consequences of economic decline	discuss global inequalities describe what development is, how development is measured and how the development gap has grown interpret development indicators use choropleth maps to identify countries at different development levels analyse levels of development using HDI describe and explain the causes and consequences of differing global developmental levels and solutions to poverty	discuss the challenges in the Arabian Peninsula and conflict in the Middle East interpret political maps of the Middle East to identify countries and capital cities interpret and compare population density and climate maps of the Middle East Interpret relief maps of the Middle East to describe topography and influence on people and analyse population and development indicator data describe and explain challenges and solutions to conflicts in the Middle East

					and growth in Doncaster and the impact of the textile industry in Bangladesh		
Year 10	Knowledge	**Component 1 Global Geographical Issues Topic 1 Hazardous Earth 1A Climate**	**Component 1 Global Geographical Issues Topic 1 Hazardous Earth 1B Tectonics Topic 2 Development Dynamics**	**Component 1 Global Geographical Issues Topic 2 Development Dynamics Continued Topic 3 Challenges of an Urbanising World**	**Component 1 Global Geographical Issues Topic 3 Challenges of an Urbanising World Continued**	**Component 3 People & the environment Topic 7 People & the biosphere Topic 8 Forests Under Threat**	**Component 3 People & the environment Topic 9 Consuming Energy Resources**
	Skills I can… Key Vocabulary Global climate system natural causes consequences extreme weather tropical cyclones environment vulnerability Saffir–Simpson plate tectonics tectonic plate volcanic hazards earthquakes convergent plate boundaries earthquakes demographic data global inequalities Richter Scale	use and interpret; climate graphs and line graphs/bar charts showing climate use and interpret temperature and sea level projection graphs to 2100 interpret GIS to track the movement of tropical cyclones interpret weather and storm surge data to calculate Saffir–Simpson magnitude Interpret social media sources, satellite images and	interpret across-section of the Earth use and interpret a world map show distribution of plate boundaries and plates use the Richter Scale to compare magnitude of earthquake events Use social media sources, satellite images and socio-economic data to assess impact **c**ompare the relative ranking of countries	use numerical economic data to profile the chosen country use proportional flow-line maps to visualise trade patterns and flows use socio-economic data to calculate differences from the mean, for core and periphery regions. use and interpret line graphs and calculate the rate of change/annual or decadal percentage growth Use satellite images to identify different	use satellite images to identify different land use zones in urban areas use GIS/satellite images to investigate spatial growth use historic images and maps to investigate spatial growth use quantitative information to judge the scale of variations in quality of life use qualitative information to judge the scale of	interpret and compare climate graphs for different biomes use world maps to describe the location of global biomes. interpret line graphs showing the range of future global population interpret line graphs showing the range of future projections and population in relation to likely available resources use an interpretation of nutrient cycle diagrams and food webs diagrams	use and interpret world maps showing the distribution of energy resources use oil prices and oil production data to graph trends over time calculate carbon and ecological footprints answer multiple choice, short open response, open response, calculation and extended open response questions assess & evaluate (AO3)(AO4) select one option