



GEOGRAPHY

Geography

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p><u>How safe is our local area?</u></p> <p>What consequences can crime have?</p> <p>How is crime linked to the built environment?</p> <p>How can the built environment affect crime in Scarborough?</p> <p>How can we use maps?</p> <p>How do the police use GIS and maps to look for patterns?</p> <p>How can crime be reduced?</p> <p>How can houses be made safe from crime?</p> <p>How vulnerable are streets around school to crime?</p>	<p><u>Should we preserve our rainforest?</u></p> <p>What do we know about the rainforest?</p> <p>What is an ecosystem?</p> <p>What factors affect the climate of a place?</p> <p>What is the climate in the rainforest like? Why is it like that?</p> <p>How have plants adapted to living in the rainforest?</p> <p>How are nutrients recycled in the rainforest?</p> <p>How does shifting cultivation help to preserve the rainforest?</p> <p>Why is deforestation happening?</p>	<p><u>Physical landscapes of the UK: Coasts</u></p> <p>What are the main upland and lowland areas of the UK?</p> <p>What are the main rivers in the UK?</p> <p>What are characteristics of the two types of waves?</p> <p>How do weathering/mass movement/erosion/transport and deposition processes shape the coast?</p> <p>How are distinctive coastal features produced by erosion?</p> <p>How are distinctive coastal features produced by deposition?</p> <p>What are the major landforms along the Holderness Coast and how were they formed?</p> <p>What are the costs and benefits of soft and hard engineering strategies?</p> <p>How is managed retreat an example of</p>	<p><u>Urban Issues and challenges</u></p> <ul style="list-style-type: none"> • What is the global pattern of urban change? • Why are urban trends different in HIC's and LIC's. • What are the factors affecting the rate or urbanisation? • How have megacities emerged? • What is the location and importance of Rio de Janeiro? • What has caused Rio to grow? • What are the opportunities in Rio? • What are the challenges Rio faces? • How can urban planning improve the quality of life for the urban poor? • Where are the population and the major cities in the UK located? • What is the location and importance of Bristol? 	<p><u>The Changing economic world</u></p> <ul style="list-style-type: none"> • How can the world be classified according to their level of economic development and quality of life/ • How can we measure development? • What are the limitations of economic and social measures? • What is the demographic transition model and how does it show development? • What are the causes of uneven development? • What are the consequences of uneven development? • How can the development gap be reduced? • How can tourism in Jamaica help



GEOGRAPHY

	<p><u>Reactivating knowledge</u></p> <p>from KS2- grid references, fieldwork skills, local area mapping, describe and explain Links to Y10 urban areas topic</p>	<p>What are the effects of deforestation?</p> <p>How should the rainforests be protected and managed sustainably?</p> <p><u>Reactivating learning:</u></p> <p>From Year 7 – UK opportunities and challenges – UK weather links to atmospheric circulation and ocean currents as well as causes of rainfall.</p>	<p>a sustainable coastal protection?</p> <p>Why did Mappleton on the Holderness Coast need protection, how is the location managed and what were the resulting effects and conflicts?</p> <p><u>Field work</u> The Physical One – Coasts</p> <p>What factors need to be considered when selecting suitable questions/hypotheses for geographical enquiry? What is the geographical theory/concept underpinning the coastal enquiry?</p> <p>How appropriate are our sources of primary and secondary evidence, including the location of the fieldwork?</p> <p>What are the potential risks of the fieldwork and how could we reduce these risks?</p> <p>What is the difference between primary and secondary data?</p>	<ul style="list-style-type: none"> • What has caused Bristol to grow? • What are the opportunities in Bristol? • What are the challenges Bristol faces? • How can regeneration in the Temple Quarter help Bristol to develop? • How can urban areas be made more sustainable? • How can transport strategies be made sustainable? <p><u>Reactivating learning</u></p> <p>Year 7 Crime topic – some work done on the urban environment. Year 7 Opportunities and challenges in Kenya – squatter settlements.</p>	<p>to reduce the development gap?</p> <ul style="list-style-type: none"> • What is the location and importance of Nigeria? • What is the social, environmental, cultural and political context of Nigeria? • How is industry in Nigeria changing? • How can industry stimulate economic development? • What is the role of Shell in Nigeria’s economic development? • What are Nigeria’s changing political and trading relationships with the wider world? • What aid does Nigeria receive and what are the impacts of that aid? • What are the environmental impacts of
--	---	--	--	---	---



		<p>How can we select appropriate data for the coastal fieldwork?</p> <p>How does our measuring and recording of data use different sampling methods?</p> <p>How can we describe and justify data collection methods?</p> <p>How can we select and use appropriate presentation methods?</p> <p>How can we describe, explain and adaptation presentation methods?</p> <p>How can we describe, analyse and explain the results of our coastal fieldwork Data?</p> <p>What are the links between data sets?</p> <p>What are the appropriate statistical techniques for our fieldwork data?</p> <p>What are the anomalies in our fieldwork data?</p> <p>How can we draw evidenced conclusions in</p>	<p>economic development?</p> <ul style="list-style-type: none"> • What are the effects of economic development on quality of life for the population? <p>Economic futures in the UK</p> <ul style="list-style-type: none"> • What are the causes of economic change in the UK? • What is the UK's post-industrial economy like? • What are the impacts of industry in the UK on the physical environment? • How is Torr quarry been made more sustainable? • What are the social and economic changes in the rural areas of South Cambridgeshire and the Outer Hebrides? • What are the improvements in transport around the UK? • What is the north-south divide?
--	--	--	--

GEOGRAPHY

			<p>relation to original aims of the enquiry?</p> <p>What were the problems of the data collection methods?</p> <p>What were the limitations of the data collected?</p> <p>What other data might be useful?</p> <p>To what extent were the conclusions reliable?</p> <p><u>Reactivating Learning</u></p> <p>Coastal processes, features and engineering from Landscape Shapers topic in year 7</p> <p>Freeze thaw weathering from the year 8 topic, How does Ice change the world?</p> <p>Year 7 – Crime fieldwork.- recapping fieldwork techniques</p>	<ul style="list-style-type: none"> • How can regional differences be solved? • What is the UK’s place in the wider world? <p><u>Reactivating learning</u></p> <p>Year 7 – Opportunities and challenges in Kenya – measuring development, population statistics, impacts of tourism in a LIC and aid in LICs. Challenges and opportunities in the UK – traffic management</p> <p>Year 10 – Urban issues and challenges – regeneration of urban areas eg Bristol Temple quarter and Enterprise zones.</p>
Autumn 2	<p><u>Landscape shapers- how is the landscape in the UK shaped?</u></p> <p>What is a landscape and how does it change?</p>	<p><u>Is globalisation taking over?</u></p> <p>What is globalisation?</p> <p>What are TNC’s?</p>	<p><u>The Challenge of Resource Management</u></p> <p>Why are food, water and energy significant to economic and social well-being?</p> <p>What are the global inequalities in the</p>	



GEOGRAPHY

<p>How do rivers shape the landscape?</p> <p>How does rock type affect the coastline?</p> <p>How does a stack form?</p> <p>How does the sea move material?</p> <p>How do coastal defences work?</p> <p>Are coastal defences worth it?</p> <p>Should the Holderness coastline be protected?</p> <p>Reactivating knowledge from KS2- Rivers, water cycle, grid references, local area mapping, locational and place knowledge, describe and explain Links to Y9 Coasts topic</p>	<p>How does Nike benefit from globalisation?</p> <p>What are the problems with globalisation?</p> <p>How can some of the issues of globalisation be solved?</p> <p>How does fair trade work?</p> <p>How does fair trade benefit people?</p> <p>Is globalisation taking over?</p> <p>Reactivating learning:</p> <p>Year 7 – Opportunities and challenges in Kenya – levels of development used to understand the issues of globalisation</p>	<p>supply and consumption of resources?</p> <p>Why is there growing demand for high value food exports from low income countries?</p> <p>How has our demand for seasonal food all year led to increases in food miles and a bigger carbon footprint?</p> <p>What is organic farming and agribusiness and how are they different?</p> <p>How has the demand for water in the UK changed?</p> <p>Where are the UK's areas of water surplus and deficit?</p> <p>How does the transfer of water ensure reliable supplies?</p> <p>How can water quality be maintained?</p> <p>How do we manage water pollution in the UK?</p> <p>How has the UK's energy mix changed? How is that mix effected by domestic supplies of fossil fuels?</p> <p>Why is our reliance of fossil fuels declining whilst renewables are increasing?</p> <p>What are the environmental and</p>		
---	--	--	--	--

Curriculum Progression Maps



GEOGRAPHY

	<p><u>Reactivating learning:</u></p> <p>From KS2</p> <p>From Y7 topic 1- grid references and direction.</p>		<p>economic issues with some energy sources?</p> <p><u>Reactivating Learning</u></p> <p>Year 7 topics UK Challenges and Opportunities – poverty and UK water supply. Also Challenges and Opportunities in Kenya – Measuring Development, Africa characteristics.</p>		
Spring 1	<p><u>The UK – A land of opportunity or challenge?</u></p> <p>Why do people live in poverty in the UK?</p> <p>What can be done to reduce homelessness in the UK?</p> <p>What happens to our household waste?</p> <p>How is the UK trying to reduce waste?</p> <p>How does air pollution affect the UK?</p>	<p><u>Volcanoes – A benefit or a curse?</u></p> <p>What makes up the earth?</p> <p>Why do tectonic plates move?</p> <p>Why do plate boundaries cause different hazards?</p> <p>Why do we get different types of volcanoes?</p> <p>What are the hazards caused by volcanoes?</p> <p>What happened in the eruption on White Island, New Zealand?</p> <p>Why do people live near volcanoes?</p>	<p><u>The Challenge of Resource Management contd</u></p> <p>How does rising demand for food resources globally lead to insecure supplies and how does that lead to conflict?</p> <p>Where are the areas of food surplus and deficit?</p> <p>What are the reasons for increasing food consumption?</p> <p>What factors affect food supply?</p> <p>What are the impacts of food insecurity?</p> <p>How does irrigation, aeroponics, hydroponics, the new green revolution, biotechnology and appropriate technology increase food supply?</p>	<p>The challenge of Natural hazards</p> <ul style="list-style-type: none"> • What is plate tectonic theory? • How are earthquakes and volcanoes distributed around the world? • What are the different plate boundaries that divide up the earth? • What are the primary and secondary effects of an earthquake? • What are the responses to an earthquake? • What happened during the Chile and Nepal earthquakes? • Why do people continue to live in areas that are at 	<p>Revision for trial exams</p> <p>Revision</p> <p>Feedback from trial exams</p> <p>Crystal ball questions</p> <p>Decision making exercises</p>

GEOGRAPHY

	<p>How is the UK trying to reduce air pollution?</p> <p>What do we use water for?</p> <p>What are the effects of water stress?</p> <p>Should a reservoir at Abingdon be built?</p> <p>Reactivating knowledge from KS2- grid references, local area mapping. Locational and place knowledge describe and explain. Also, reactivating knowledge from KS2 on distribution of natural resources including energy, food, minerals and water Links to Y9 Resource Management and Y10 Urban Issues Reactivating learning</p>	<p>How can we plan and prepare for volcanic eruptions?</p> <p>Why are the effects of volcanoes worse in LIC's than in HIC's?</p> <p>Should tourism be allowed near volcanoes?</p> <p>Reactivating learning:</p> <p>Year 7 UK opportunities and challenges – UK flooding as an example of a natural Hazard as well as the Dangerous Weather topic – risks, hazards, planning, preparation and responses. Opportunities in Kenya – Rift Valley as an example of tectonic movement</p>	<p>What are the advantages and disadvantages of Thanet Earth, an example of a large scale agricultural development?</p> <p>How do organic farming, Permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food, reduced waste and losses increase the sustainable supplies of food?</p> <p>How does Agroforestry in Mali, a LIC, improve local sustainable supplies of food on a small scale?</p> <p>Reactivating Learning</p> <p>Links back to the themes in the first part of the topic taught Autumn 2.</p>	<p>risk from volcanoes and earthquakes?</p> <ul style="list-style-type: none"> • How monitoring, prediction, protection and planning can reduce the risks of tectonic hazards? <p>Weather hazards</p> <ul style="list-style-type: none"> • How does the atmosphere change and move? • What is the distribution of tropical storms? • What is the relationship between tropical storms and general atmospheric circulation? • What are the causes of tropical storms and the sequence of formation? • What are the structure and features of a tropical storm? • How can climate change affect tropical storms? • What are the primary and secondary effects of Typhoon Haiyan? • What are the responses to 	
--	---	--	--	---	--

Curriculum Progression Maps

GEOGRAPHY



	<p>From KS2</p> <p>From Y7 topic 1 – grid references, distance, landscapes of the UK</p>			<p>Typhoon Haiyan?</p> <ul style="list-style-type: none"> How can monitoring, prediction, protection and planning reduce the effects of tropical storms? What types of weather hazards are experienced in the UK? What happened in the Beast from the East? 	
Spring 2	<p><u>Dangerous weather – Tropical storms kill more people in LIC's than HIC's. Do you agree?</u></p> <p><u>Begins late Spring 2 into Summer 1</u></p> <p>Why is the UK's weather so changeable?</p> <p>West is best? Blackpool vs Scarborough</p> <p>Why was Christmas cancelled in Glenridding in 2015?</p> <p>What are tropical storms like?</p> <p>How and why do tropical storms form? What is a storm surge?</p>	<p><u>How can global issues affect our lives?</u></p> <p>What is the evidence for climate change?</p> <p>What is causing climate change?</p> <p>What are the effects of climate change on our planet?</p> <p>What can we do about climate change?</p> <p>Why does plastic end up in the ocean?</p> <p>What effects can plastic have on people and the environment?</p>	<p><u>The Living World 1</u></p> <p>How do producers, consumers, decomposers make up food chains and food webs? What is the difference between them?</p> <p>How does nutrient cycling enable ecosystems to develop?</p> <p>What is the impact on the ecosystem of changing one component or an ecosystem?</p> <p>How is a hedgerow/Pond an example of a small scale UK ecosystem illustrating the concept of interrelationships within a natural system</p> <p>What is the distribution and characteristics of several large scale natural global Ecosystems? (eg Tundra, Tropical</p>	<p>Climate change</p> <ul style="list-style-type: none"> What evidence is there of climate change? How is climate change caused by physical and human factors? What are the effects of climate change on people and the environment? How can mitigation help to prevent climate change? How can adaptation help to prevent climate change? 	
				<p>Reactivating Learning</p>	

Curriculum Progression Maps

GEOGRAPHY



<p>How did Hurricane Irma affect people and the environment?</p> <p>How do people prepare for tropical storms?</p> <p>What were the effects of cyclone Idai?</p> <p>Why do tropical storms kill more people in LIC's than HIC's?</p> <p>Reactivating knowledge from KS2- Climate zones, National area mapping, describe and explain. Locational and place knowledge. Links to Y10 Natural hazards</p> <p>Reactivating learning</p> <p>From KS2</p>	<p>How can plastic use be reduced?</p> <p>Why is there conflict over water?</p> <p>Why do people commit piracy?</p> <p>How can diamonds cause conflict?</p> <p>What is the biggest global issue facing the world?</p> <p>Reactivating learning:</p> <p>Year 7 Opportunities and challenges in the UK – plastics pollution, household waste, recycling, Opportunities and challenges in Kenya- How poverty in LIC's may cause some of the issues in the topic eg conflict.</p>	<p>grasslands, Polar, Mediterranean)</p> <p>What are the physical characteristics of a tropical Rainforest?</p> <p>How are climate, water, soils, plants, animals and people interdependent in the rainforest ecosystem?</p> <p>How do plants and animals adapt to the physical Conditions in the rainforest?</p> <p>Why does the rainforest have high levels of biodiversity?</p> <p>How are the global rates of deforestation changing?</p> <p>How do subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth cause deforestation in Malaysia (Case study)</p> <p>What are the impacts of deforestation in Malaysia on economic development, soil</p>	<p>Year 8 – Volcanoes, benefit or curse and Global issues (Climate change)</p> <p>Year 7 – Dangerous Weather and UK Opportunities and challenges – UK weather and flooding</p> <p>Year 9 – Living World – factors affecting the climates of the Rainforest and Hot deserts links to atmospheric circulation and deforestation from the year 9 topic links to climate change in year 10.</p> <p>Also flood risk from year 9 Rivers topic and management of sea level rise from coastal management in year 9 as well.</p>	
--	--	---	---	--

Curriculum Progression Maps

GEOGRAPHY



	<p>From Y7 topic 3 – areas of the UK that have the most rainfall.</p>		<p>erosion and contribution to climate change</p> <p>What is the value of tropical rainforests to people and the Environment?</p> <p>How is selective logging and replanting a more sustainable way of using the rainforest? How do conservation and education, ecotourism, international agreements about the use of tropical hardwoods and debt reduction reduce rates of deforestation?</p> <p><u>Reactivating Learning</u></p> <p>The Rainforests topic in year 8- climate, plants and animals plus deforestation and uses of the rainforest.</p> <p>Year 7 – Kenya – climate graphs</p>		
<p>Summer 1</p>	<p><u>Dangerous weather – Why do tropical storms kill more people in LIC's than HIC's?</u></p>	<p><u>How does ice change the world?</u></p> <p>Where do cold environments occur?</p>	<p><u>The Living World 2</u></p> <p>What are the physical characteristics of a hot desert?</p> <p>How are climate, water, soils, plants, animals and people</p>	<p><u>Revision for trial exams</u></p> <p><u>Trial exams are during this period and there will be revision lessons for these.</u></p> <p><u>Fieldwork</u></p>	

Curriculum Progression Maps



GEOGRAPHY

	<p><u>Begins late</u> <u>Spring 2 into</u> <u>Summer 1</u></p> <p>Why is the UK's weather so changeable?</p> <p>West is best? Blackpool vs Scarborough</p> <p>Why was Christmas cancelled in Glenridding in 2015?</p> <p>What are tropical storms like?</p> <p>How and why do tropical storms form? What is a storm surge?</p> <p>How did Hurricane Irma affect people and the environment?</p> <p>How do people prepare for tropical storms?</p> <p>What were the effects of cyclone Idai?</p>	<p>How and why do we get glaciers?</p> <p>How do glaciers create different features?</p> <p>How do people use glacial areas?</p> <p>How is Antarctica different to other glaciated regions?</p> <p>How do humans affect Antarctica?</p> <p>What are the threats to glaciated areas?</p> <p>How can the threat to Antarctica be reduced?</p> <p>Should we protect the earth's cold environments?</p> <p><u>Reactivated learning:</u> Year 7 Landscape shapers – types of erosion,</p>	<p>interdependent in Hot Deserts?</p> <p>How do plants and animals adapt to the physical Conditions in hot deserts?</p> <p>Why do hot deserts have low levels of biodiversity?</p> <p>How are mineral extraction, energy, farming, tourism used as development opportunities in The Thar Desert? (Case Study)</p> <p>How are extreme temperatures, water supply, inaccessibility challenges of developing a hot desert environments like The Thar?</p> <p>How do climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. cause desertification</p> <p>How are water and soil management, tree planting and use of appropriate technology used to reduce the risk of desertification.</p> <p><u>Reactivating learning</u></p>	<p>What factors need to be considered when selecting suitable questions/hypotheses for geographical enquiry? What is the geographical theory/concept underpinning the coastal enquiry?</p> <p>How appropriate are our sources of primary and secondary evidence, Including the location of the fieldwork?</p> <p>What are the potential risks of the fieldwork and how could we reduce these risks?</p> <p>What is the difference between primary and secondary data?</p> <p>How can we select appropriate data for the regeneration fieldwork?</p> <p>How does our measuring and recording of data use different sampling methods?</p> <p>How can we describe and justify data collection methods?</p>	
--	--	---	--	---	--

Curriculum Progression Maps



GEOGRAPHY

	<p>Why do tropical storms kill more people in LIC's than HIC's?</p> <p>Reactivating knowledge from KS2- Climate zones, National area mapping, describe and explain. Locational and place knowledge. Links to Y10 Natural hazards</p> <p>Reactivating learning</p> <p>From Y7 topic 4 – areas of the world that are LIC's DME- from Y7 topic 2 and topic 3</p>	<p>examples of landforms.</p>	<p>Earlier parts of the topic about ecosystems, Y7 – opportunities in Kenya- how development can occur in LIC's</p>	<p>How can we select and use appropriate presentation methods?</p> <p>How can we describe, explain and adaptation presentation methods?</p> <p>How can we describe, analyse and explain the results of our regeneration fieldwork data?</p> <p>What are the links between data sets?</p> <p>What are the appropriate statistical techniques for our fieldwork data?</p> <p>What are the anomalies in our fieldwork data?</p> <p>How can we draw evidenced conclusions in relation to original aims of the enquiry?</p> <p>What were the problems of the data collection methods?</p> <p>What were the limitations of the data collected?</p>	
Summer 2	<p><u>What are the challenges and opportunities in Kenya?</u></p>	<p><u>How has adventure tourism grown around the world?</u></p>	<p><u>The UK Physical Landscapes: Rivers</u></p> <p>What are the main river systems in the UK?</p>	<p>What other data might be useful?</p>	

Curriculum Progression Maps



GEOGRAPHY

	<p>What is development and how can we measure it?</p> <p>Is Africa the most diverse continent?</p> <p>Africa's population boom- an opportunity or a challenge?</p> <p>Where is Kenya and what is Kenya like?</p> <p>Wish you were here? Why do tourists visit Kenya?</p> <p>Why are Emmanuel and Mercy moving to Nairobi?</p> <p>What are the features of an LIC city like Nairobi? What is a shanty town?</p> <p>What is it like living in Kibera?</p>	<p>What is adventure tourism?</p> <p>Why is China an important country?</p> <p>Why do people visit China?</p> <p>Why is India an important country?</p> <p>Why do people visit India?</p> <p>Why is the Middle East important?</p> <p>Why do people visit in the Middle East?</p> <p>Why is Russia important?</p> <p>Why do people visit Russia?</p> <p>What would be a dream trip?</p> <p><u>Reactivating learning:</u></p> <p>Year 7 Opportunities and challenges in Kenya –</p>	<p>How does the long and cross profile of a river change from source to mouth?</p> <p>How do the fluvial processes of erosion work?</p> <p>What is the difference between vertical and lateral erosion ?</p> <p>How does a river transport sediment?</p> <p>How does the size of sediment affect the method of transport?</p> <p>Why do rivers deposit sediment?</p> <p>How does erosion cause interlocking spurs, waterfalls and gorges and what are their characteristics?</p> <p>How are meanders and ox-bow lakes formed by both erosion and deposition and what are their characteristics?</p> <p>How are levees, flood plains and estuaries caused by deposition and what are their characteristics?</p> <p>What are the major landforms of erosion and deposition along</p>	<p>To what extent were the conclusions reliable?</p>	
--	---	---	--	--	--

GEOGRAPHY

	<p>How can shanty towns be improved? Which is the best option?</p> <p>Continuation of topics- don't fit neatly into the half terms</p> <p>Reactivating knowledge from KS2, Climate zones, mapping, describe and explain. Locational and place knowledge, 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. Links to Y11 Economic World</p>	<p>tourism in Kenya.</p> <p>Year 8 – What did ice do to the world – tourism in glaciated areas</p>	<p>the valley of the River Tees? (Case study)</p> <p>How do physical factors such as precipitation, relief and geology affect the flood risk?</p> <p>How do human factors such as land use affect the flood risk?</p> <p>How do hydrographs show the relationship between precipitation and discharge?</p> <p>What factors affect the shape of flood hydrographs?</p> <p>What are the costs and benefits of hard engineering strategies such as dams and reservoirs, straightening, embankments, flood relief channels?</p> <p>What are the costs and benefits of soft engineering strategies such as flood warnings and preparation, flood plain zoning, planting trees and river restoration?</p> <p>Why was a flood management scheme needed in Banbury,</p>		
--	---	--	---	--	--

Curriculum Progression Maps



GEOGRAPHY

			<p>Oxfordshire? (Case Study)</p> <p>What was the management strategy?</p> <p>How did the scheme have social, environmental and economic issues?</p> <p>Reactivating Learning</p> <p>Year 7 – Landscape Shapers (Types of erosion and waterfalls/meanders) and Year 8 – How does Ice change the World (types of erosion)</p> <p>Year 9 Autumn term 1 – Coasts section of the UK Physical Features topic- erosion and transport processes</p>		
--	--	--	--	--	--



GEOGRAPHY KEY VOCABULARY

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p>How safe is our local area?</p> <p>Consequences, environment, crime, victim, offender, dense, sparse, GIS, vulnerable, urban, rural, defensible space, target hardening, scale, distance, grid references, fieldwork, security, method, conclusion, evaluation, hypothesis</p>	<p><u>Should we preserve our rainforests?</u></p> <p>Rainforest, ecosystem, producer, consumer, decomposer, food chain, food web, nutrient cycling, humus, climate, weather, equator, tropic of cancer, tropic of capricorn, convectional rainfall, humid, biodiversity, emergents, canopy, under canopy, forest floor, shifting cultivation, slash and burn, deforestation, afforestation, resources, tribes, indigenous people, logging, mineral extraction, hydro-electric power, species, extinct, soil erosion, climate</p>	<p>The UK Physical Landscapes: Coasts</p> <p>Abrasion, arch, attrition, backwash, bar, bay, beach, beach nourishment, biological weathering, cave, cliff, coastal management, coastal realignment, constructive waves, deposition, destructive waves, dune, erosion, fault, freeze thaw weathering, gabions, groyne, headland, hydraulic action, landform, landslide, longshore drift, mass movement, mechanical weathering, recurved end, reprofiling, rock armour, rotational slip, saltation, saltmarshes, sea wall, sliding, siltation, spit, stack, suspension, swash, traction, transportation,</p>	<p><u>The Urban World</u></p> <p>Air pollution, economic opportunities, favela, formal economy, global city, inequalities, informal economy, land use, megacities, migration, natural increase, pollution, pull factors, push factors, quality of life, rural-urban migration, sanitation, service industries, site and service scheme, squatter settlement, traffic congestion, urban growth, urbanisation.</p> <p>UK Urban issues</p> <p>Aerospace industry, atmospheric pollution, brownfield site, dereliction, enterprise zones, gentrification,</p>	<p>Nigeria, a NEE</p> <p>African Union, balanced economy, CEN-SAD (Community of Sahel-Saharan States), Commercial farming, Commonwealth, developmental aid, ECO-WAS (Economic Community of West African States), Employment structure, Life Expectancy, Manufacturing, Mining, Newly Emerging Economies (NEE), Oil spills, OPEC (Organisation of Petroleum Exporting Countries), Primary products, Primary Sector, Quality of Life, Secondary Sector, Tertiary sector, Transnational</p>

Curriculum Progression Maps



GEOGRAPHY

		change, sustainability, preservation, selective logging, conservation, education, ecotourism, international agreements	waves, wave cut platform,	green belt, greenfield site, high-tech industry, integrated transport system, migration, population density, quaternary sector, regeneration, rural-urban fringe, social deprivation, social opportunities, tertiary sector, traditional industries, urban greening, urban regeneration, urban sprawl, water recycling.	Corporation (TNC),
Autumn 2	<p><u>Landscape shapers- how is the landscape in the UK shaped?</u></p> <p>Landscape, Erosion, hydraulic action, abrasion, attrition, solution, weathering, transportation, deposition, waterfall, gorge, meanders, soft rock, hard rock, resistant, headlands, bays, crack, cave, arch, stack, stump, longshore drift, hard engineering, soft engineering, sea wall, rock armour, groynes, gabions, sand dunes, beach nourishment.</p>	<p>Is globalisation taking over?</p> <p>Globalisation, transnational corporations, continents, headquarters, business, profit, transport, factories, products, manufacturing, advertising, sweat shops, labour, child labour, companies, revenue, costs, profit, victim, overtime, wages, HIC's, LIC's, taxes, consumers, minimum wage, fair trade, logo, Fairtrade foundation, premium</p>	<p>The Challenge of Resource Management</p> <p>Agribusiness, Carbon footprint, development, energy conservation, energy mix, energy security, food miles, fossil fuels, fracking, grey water, import, organic produce, renewable energy, resources, resource management, undernourishment, undernutrition, water deficit, water quality, water stress, water surplus, water transfer,</p>	<p>regeneration, rural-urban fringe, social deprivation, social opportunities, tertiary sector, traditional industries, urban greening, urban regeneration, urban sprawl, water recycling.</p> <p>Sustainable cities</p> <p>Economic planning, environmental planning, green roofs, green space, Integrated transport system, renewable energy sources, social planning, solar energy, sustainable energy supply, sustainable water supply, urban sustainability.</p>	

Curriculum Progression Maps

GEOGRAPHY



<p>Spring 1</p>	<p><u>The UK – A land of opportunity or challenge?</u></p> <p>Poverty, deprivation, HIC, LIC homelessness, foodbanks, , waste, landfill, recycle, air quality, pollution, traffic congestion, water stress, water surplus, water deficit, drought, water transfer, grey water, reservoir, grid references, scale, distance.</p>	<p><u>Volcanoes – a benefit or a curse?</u></p> <p>Tectonic plates, oceanic, continental, dense, convection currents, inner core, outer core, mantle, crust, constructive, destructive, conservative, subduction, earthquakes, volcanoes, eruptions, fold mountains, molten rock, magma, shield, composite, destructive, explosive, hazards, monitoring, protection, prediction, planning</p>	<p><u>Food section</u></p> <p>Aeroponics, appropriate technology, biotechnology, deforestation, famine, food deficit, food insecurity, food riots, food security, food surplus, genetically modified (GM) crops, green revolution, hydroponics, irrigation, organic farming, overgrazing, permaculture, seasonal produce, soil erosion, sustainable, sustainable fishing, sustainable food supply, undernutrition, urban farming and water security</p>	<p><u>Natural hazards</u></p> <p><u>Tectonic hazards</u></p> <p>Composite volcanoes, conservative plate margin, constructive plate margin, continental crust, convection currents, destructive plate margins, earthquake, fold mountains, geophysical measurements, ground deformation, hot spots, hydrology, immediate responses, landslide, lava, long term responses, magma, management strategies, mantle, monitoring, oceanic crust, disaster planning, plate margin, prediction, primary effects, protection, remote sensing, search and rescue, secondary effects, seismicity, shield volcano, subduction, tectonic hazard, tectonic plate, tsunami, volcanic belt, volcano.</p> <p><u>Weather hazards</u></p>	<p>Exam Plan:</p> <p>Rotation of topics and skills in build up to GCSE Examinations</p>
<p>Spring 2</p>	<p><u>Dangerous weather – Why do tropical storms kill more people in LIC's than HIC's?</u></p> <p>Dangerous weather, tropical storms, hurricanes, typhoons, cyclones, air</p>	<p><u>How can global issues affect our lives?</u></p> <p>Climate change, orbital changes, solar activity, volcanic activity, greenhouse effect, carbon dioxide, methane, fossil fuels, power stations,</p>	<p><u>The Living World (Ecosystems and Tropical Rainforests)</u></p> <p>Abiotic, biotic, consumer, decomposer, ecosystem, food chain, food web, nutrient cycling, global ecosystem, producer, Biodiversity, commercial</p>		

Curriculum Progression Maps



GEOGRAPHY

	masses, North Atlantic Drift, Prevailing wind, flooding, Saffir-Simpson Scale, eye, eye wall, evaporation, condensation, Coriolis effect, Primary effects, secondary effects, immediate response, long term response. HIC, LIC	transport, farming, deforestation, emissions, renewable energy, hydroelectric power, nuclear, solar, wind, tidal, energy, afforestation, international agreements, droughts, floods, tropical storms, desertification environment, conflict, piracy, diamonds,	farming, debt reduction, deforestation, ecotourism, logging, mineral extraction, selective logging, soil erosion, subsistence farming, sustainability	Climatic hazards, drought, fatalities, flooding, geological hazards, hazard risk, natural disaster, natural hazard, poverty, social impact, tropical storm, aerial photo, aid, atmosphere, atmospheric circulation, cells, climate, climate change, coriolis, cyclone, cyclone shelter, depressions, dredging, equator, evacuation, extreme, eye, eye wall, flood risk, global warming, grid reference, heat wave, hurricane, immediate response, jet stream, latitude, long term response, monitoring, planning, prediction, pressure belts, primary effects, preparation, Saffir-Simpson scale, Secondary effects, storm surge, trade winds, tropical storm, the Tropics, weather, weather warning, weather hazard.	
Summer 1	<u>Dangerous weather – Why do tropical storms kill more people in</u>	How does Ice change the world?	The Living World (Hot deserts) Appropriate technology,		

Curriculum Progression Maps



GEOGRAPHY

	<p><u>LIC's than HIC's?</u></p> <p>Dangerous weather, tropical storms, hurricanes, typhoons, cyclones, air masses, North Atlantic Drift, Prevailing wind, flooding, Saffir-Simpson Scale, eye, eye wall, evaporation, condensation, Coriolis effect, Primary effects, secondary effects, immediate response, long term response. HIC, LIC</p>	<p>Ice age, snow, glaciers, environments, weathering, freeze-thaw, landscaped, scree, meltwater, erosion, abrasion, striations, plucking, moraine, bulldozing, deposition, till, boulders, corries, cirques, depressions, gouges, rock lip, arete, pyramidal peak, truncated spurs, glacial trough, hanging valleys, ribbon lakes, drumlins</p>	<p>desertification, hot desert, mineral extraction, over-cultivation, over grazing,</p>		
Summer 2	<p><u>What are the challenges and opportunities in Kenya?</u></p> <p>Development, development indicators, HIC, NEE, LIC, Brandt Line, Africa, diversity, natural increase, migration, rural, urban, tourism, development gap, push and pull factors, shanty</p>	<p><u>How has adventure tourism grown around the world?</u></p> <p>Beach, outdoor, cultural, historic, ecotourim, sustainable, China, India, Russia, Middle East, mass tourism, adventure tourism,</p>	<p>The Physical landscapes of the UK: Rivers</p> <p>Abrasion, attrition, cross profile, dam and reservoir, discharge, embankments, estuary, flood, flood plain, flood plain zoning, flood relief channels, flood risk, flood warning, fluvial processes, gorge, hard engineering, hydraulic action,</p>		

Curriculum Progression Maps



GEOGRAPHY

	towns/slums, self help schemes.		hydrograph, interlocking spurs, lateral erosion, levees, long profile, meander, ox-bow lake, precipitation, saltation, soft engineering, solution, channel straightening, suspension, traction, vertical erosion, waterfall		
--	---------------------------------------	--	--	--	--

Curriculum Progression Maps

GEOGRAPHY



Curriculum Progression Maps

GEOGRAPHY

