



Geography

I N D E P E N D E N C E	KNOWLEDGE / LITERACY / NUMERACY / ORACY / AGENCY						
	CONTENT / TOPICS / CONCEPTS		Year 7 UK in the wider world Skills: Atlas work/ map skills, graph work Global Biomes Skills: Atlas work/ map skills, using climate graphs Africa Skills: Independent research, map work Climate change Working with graphs—interpreting and using data, school site fieldwork.	Year 8 Global Fashion Skills: Atlas work/ map skills Water on the Land Skills: Working with graphs—interpreting and using data Geography of Crime Skills: Independent research, map work, using data in different forms Changing Britain Skills: graph work—analysing data South America Skills: Atlas skills, interpreting and using data, independent research.	Year 9 Natural Hazards Skills: Map work, interpreting sources and data Coastal Processes Skills: Using key processes, independent research Managing Resources Skills: map work, using data, interpreting sources and graphs An insight into Asia Skills: map work, independent research KS3 fieldwork Skills: using data, interpreting sources and graphs. Exploring different fieldwork data collection methods throughout year 7, 8 and 9.	Year 10 Climate change, Weather Hazards, Natural Hazards/ tectonic hazards, Resource Management & Energy, The Urban World, Urban change in the UK—Bristol, The changing UK economy, UK Landscapes and coasts. Fieldwork Skills: interpreting sources and graphs, independent research, map work, use of focused subject specific vocab, analysing, evaluating and using judgements, recognise and describe distributions and patterns of both human and physical features, compare maps, create sketch maps, use frequencies, qualitative and quantitative data <u>JUNE BRISTOL TRIP HUMAN GEOGRAPHY</u>	Year 11 Coasts, Rivers, Ecosystems/ Tropical rainforests, Cold Environments, Development Gap, Nigeria—Newly Emerging Economy, Fieldwork/ paper 3. Revision Skills: interpreting sources and graphs, independent research, map work, use of focused subject specific vocab, analysing, evaluating and using judgements, recognise and describe distributions and patterns of both human and physical features, compare maps, create sketch maps, use frequencies, qualitative and quantitative data <u>SEPTEMBER SWANAGE TRIP PHYSICAL GEOGRAPHY</u>
	VOCABULARY		Physical, Human, Urban, Rural, Migrant, Economy, Biome, Climate, Resource, Pollution, Ecosystem, Population, Tourism, Development, Standard of living, Refugee, HIC, LIC, Greenhouse effect, Weather, Atmosphere, Poverty, Slums, Savannah, Malnutrition, Drought, Desertification, Precipitation, Oceania, Relief.	Global, Fashion, Industry, Exploitation, Globalisation, Consumerism, Labour, Water cycle, Weathering, Erosion, Meander, Hard engineering, Soft engineering, Crime, Victim, Pirate (modern day), Shoplifter, Criminal, Inhabitant, Demographic, Push factor, Pull factor, Sparse, Dense, Deforestation, environment, Rainforests, waterfall, Levees, deposition.	Tectonic hazard, Plate boundary, Magma, Lava, Tropical storm, Waves, Swash, Backwash, Wave-cut platform, Longshore drift, Bay, Headland, Spit, Bar, Scarcity, Surplus, Deficit, Supply, Demand, Provision, Latitude, Longitude, GNI, Wealth, Distribution, Continent, Hemisphere, GDP, Food miles, Import.	Natural hazard, Climate change, Extreme weather, Destructive, Constructive, Conservative (plate margins), Shield volcano, Composite volcano, Subduction, Disparity, Resources, Renewable, Non renewable, Urban sprawl, Deprivation, Regeneration, Brownfield site, Greenfield site, Gentrification, Derelict, Constructive, Destructive (waves), Managed retreat, Geology, Favela, Consumption, Segregation, Mitigation, Global Atmospheric Circulation (GAC), Prediction (PPP).	Hydraulic action, Abrasion, Attrition, Solution, Floodplain, Slip off slope, Permeable, Impermeable, Plunge pool, Gorge, Abiotic, Biotic, Adaptation, Sustainable, Megacity, Quality of life, Life expectancy, Infant mortality rate, Literacy rate, NEE, Quantitative, Qualitative, Random, Systematic, Stratified, Culture, TNC, Multinational, Bunkering, Subsidies.
	SKILLS		Map skills Literacy skills—write, speak and read like a geographer Understanding place and scale Using subject specific vocabulary Establishing fieldwork skills and techniques Evaluate and develop critical thinking skills Begin to be able to judge sources of information and establish conclusions				
	ASSESSMENT		Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there—live marking will feature heavily throughout the year.				
Formative Assessment This is used to provide information about what pupils know, understand and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include: Questioning, Effective teacher feedback (written and verbal), Peer feedback, Pupil self-assessment.							
		Summative Assessment This is also used at key points in each year to evaluate pupils’ achievement. These allow a holistic view of pupils’ performance and support the identification of areas requiring additional focus to improve learning overall.					
A T T I T U D E		Develop an understanding of concepts, knowledge and skills. Promote young people’s interest and understanding of diverse places, people, and resources. We want pupils to become global citizens who are inquisitive and informed and who can make sense of a complex and ever-changing world.					
U N D E R S T A N D I N G O T H E R S		Character, personal Development, wellbeing and CIAG					
R E S I L I E N C E		In Geography, our intent is to promote a curiosity about the world and the people within it for all learners. Understand and ask questions about the world around them: locally, regionally and internationally. Develop skills through varied challenges, including completing fieldwork in different settings.					
		Understanding others, behaviour and attitudes, SMSC, PHSE					